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Mental Hygiene and Education

By a Benedictine Nun

Editor's Note. This article very naturally supplements "Saving Face," by Rev. John M. Martin, published in the December, 1933, CATHOLIC SCHOOL JOURNAL. We think too often that education is always beneficent and that the teacher's work is always for the welfare of the child. Sometimes it may be the exact opposite.

AS ONE moves along the avenues of life he is likely to encounter men and women of strong principles, well-founded convictions, unabated energy, heroic self-denial, and even untarnished lives. But alas! in many an instance is not the reverse true? Why the difference? Upon inquiring of some unfortunate outcast of society, many woeful tales may be heard. Oftener than not they will point to some tragic scene in their youthful career. Whether the error was made by teacher or by parent matters not. Its result has wrecked just another character on its journey through life. Let's take a look at the teacher instead of the parent.

Ruskin, who has been criticized for being stern in his dealings with others, admits that there is nothing more precious than knowing how to treat with life's companions in moments of distress or of quick action so as to obtain the best results. Why he could not live his convictions has never been told, but fortunately, the characters with which he had to deal were not immature minds, but men and women. He realized that the manner of presentation of a correction or a lesson spells inevitably the acceptance or rejection thereof. Had St. Ambrose been other than he was in handling that fiery Manichean, the Church today would never boast of her saint, doctor, and bishop of Hippo. Suppose Christ had treated the impetuous Peter, as many a child of like temperament is treated today, into what sort of foundation would that "Petra" have been placed! Some may object saying that Christ was God and therefore knew how to deal with problems of that type. Yes, but did not that same Christ, the Novice Master *par excellence* also command us to "Learn of Me because I am meek"? Why not seek aid from that Source if we notice that we are falling short of the mark? Also, is it not a consolation for teachers to note

the outcome of Judas in spite of having an all-holy Teacher?

Since the early years of the rising generation are spent in our classrooms, it becomes a serious question for us teachers to consider how we deal with those delicate problems that arise between us and our pupils. Men and women could perhaps accept much from Ruskin because they saw his good motives; but children cannot do this, their minds are unable to separate the beauty of the right from the presentation, or from the personality of the teacher.

Irreparable Damage

This objection may be voiced: that our students, when older, will realize that the teacher was right and all will be well. What good will that do if the one making this recollection is in the slums of society — whose moral character has been stunted by an injudicious deed of a well-meaning but shortsighted teacher? Will such a boy looking back through the corridors of time think of a prayer, or will perhaps a curse rise to his lips when he recalls how snappily he was dealt with in school and thereby given reasons for disliking it? How many a criminal can trace his downward track to an hour when any angry pupil stood before an angrier teacher! He, being the minority, had to yield. After this the desired peace may again have descended upon that room, but what about the tragedy of that young soul for whom Christ spilled His Blood? Would that lad cherish school memories of such a type? Hardly. His youth becomes sorrowful, defiant; his old age, churlish, probably criminal.

And who is to bear the responsibility of this human wreckage? Would not the results have been different had that hasty teacher been a trifle more tactful during critical moments? Tact, that wonderful charm, would have prevented such a catastrophe. According to the dictionary, tact is the quick appreciation of what is fit, proper or right; a ready mental discernment in saying or doing the proper thing, or in avoid-

ing what would offend or disturb. Its foundation is naturally deep in the kind heart, in one who is willing to look at things from his neighbor's viewpoint as well as his own.

Need for Human Sympathy

Much of the discord of life is misunderstandings — no real wrongs. Nearly all children are good at heart, are susceptible to kindness in word or act — even to a smile. Still how often does not the teacher rebuke little Johnnie for his misconduct when the poor child is under a mental strain, or physical pain is racking his little frame; he may be suffering from lamentable conditions at home of which the teacher has not the least idea. His little heart is bleeding; is crushed; is aching for sympathy; is longing for someone to console him in his difficulties. And what does he receive! Is it any wonder that so many lose the path of duty in later years when one considers how some preceptors can and do chide! I doubt whether we, as teachers, would stand for such treatment for any length of time. Why could not that instructor be kind to that little creature? Why pour vinegar into those gaping wounds by sarcastic or personal remarks? Why be like an iceberg that freezes and crushes everything on its way to the sea of life? Reflect for just an instant how the gentle Christ would act, had He to deal with that saucy lass or that mischievous lad; how He would have you act.

Take for granted that the child did commit a wrong — there is no doubt about it. He may have acted through ignorance or even through malice. Be that as it may, it is the teacher's duty to show him his errors. But why do it in such a way that it arouses all the antagonism of his little animal spirit, so that it crushes all aspirations, all ambitions? Why make him your enemy by your cutting remarks? By your cruelty you have killed what you should have strengthened and fostered. You have placed a stumblingblock in your own path. This is unpardonable, especially if the child is not talented, or is easily discouraged or sensitive. In the balance of the sanctuary I wonder whose deed is more to be censured — the child's or the teacher's? Had the mother of St. André Fournet been snappy to her darling boy when he ran away from school, His Holiness Pope Pius XI would not have had the happiness of inscribing André Fournet in the catalog of the saints on June 4, 1933! And where would the Daughters of the Cross come in! Fortunately the saint possessed a virtue which is indispensable in a child if the preceptor ever hopes to lead him along the path of righteousness — he was good at heart. Even Christ was obliged to let Judas follow his sinful course because he was bad at heart. A miraculous stroke of grace is required to save such a one — all preaching from the pulpit or from the teacher's desk will never gain entrance to that heart.

Teachers spend practically all their lives in the classroom, in outside preparations, bring so many sacrifices, and yet by their awkwardness in meeting men and their emergencies bring to nil all their efforts. By their churlishness they break the bruised reed, extinguish the smoldering flax, and envenom the sharp sting which they strive to extract. It's just too bad

they cannot adjust themselves to their pupils — why not take them as they are and make them what they should be. Many heartaches and worries would be prevented if they could live down their (perhaps) one-sided view of dealing with children.

To further Christ's cause: to save souls for heaven is the aim of all religious teachers. This can be done by lightening the burdens of life, cheering the sorely tried. Some of them, however, must have lost all sight of this high aim because they are typical old-time czars and thus abuse authority, that God-given gift to man. How many students do they not send to mental or perhaps moral Siberia because they resent his way of dealing with them! How carefully a skilled general plans all maneuvers, studies the weak and strong points of his men; how the shrewd merchant is on the alert to further not only his own interests but also those of his patrons; how polite and careful he is lest he lose one customer. Why all this tact? For naught else than to succeed in business — and we teachers? Truly the children of this world are wiser than the children of light.

The Sublime Vocation

In conclusion, therefore, let us love our work and our pupils; keep our enthusiasm at white heat, for coolness is the forerunner of death. When this ardor dies, we die with it no matter how long we may live, for to labor without heart is to labor without life. The phonograph can do that. Let us be happy the livelong day and keep smiling. How contagious that is. Try for yourself. In consequence, our hearts will be lighter and our work will be easier. Should any teacher believe that "some days must be dark and dreary" let the dreariness be on the outside, while the inside radiates the sunshine of human gladness. Let us have confidence that we can be the masters — but not the tyrants — of the young animal spirits committed to our care. Let us be confident that we are engaged in a work that is high and holy, a work that is far-reaching in its results. Let us buoy up this confidence by reflecting on the words of the late Cardinal Gibbons who so admirably expressed the sublimity of the Christian teacher when he said: "Give me the boys to train and I care not for the rest of the world, for the boys of today will be the rest of the world tomorrow."



A DREAM

While drifting down in Dreamland's ship
From land of Nod and Wink,
I thought I heard this childish plea:
Please Teach Us How to Think.

We've memorized all rules and forms
In each connecting link,
Still this one problem seems unsolved —
Just when and how to think.

God gave us minds to master thoughts,
And wills that must not shrink;
But how are we to do great things?
We don't know how to think.

When fancy brought me home again
From Dreamland's quiet brink,
I vowed unto the Lord that day,
To teach them how to think.

Sister Mary Carlos, S.S.J.

The Fifth Commandment of the Church

By a School Sister of Notre Dame

To contribute to the support of our pastors

THE Fifth Commandment of the Church has too often been passed over slightly in our religion classes; and yet, it offers a tremendous possibility for training the child to become a good parishioner and a more active and interested member of the Church Militant.

While not all the problems submitted for discussion fall directly under the Fifth Commandment of the Church, they are so intimately connected with Church organization and activities, that it may not be out of place to consider them at this time. The problems are best handled by the discussion-group method which has been explained in detail a number of times in the study of the Ten Commandments published in THE CATHOLIC SCHOOL JOURNAL in the past. It is not intended that the questions under discussion be answered with a direct "Yes" or "No." The idea is to talk over the privileges and duties of the parishioner and the desirable attitudes of the children of the parish toward their pastor and their church, in order to impress them more deeply with their obligations. The problems should stimulate thought and discussion and be considered in their varying circumstances.

The pupils should be allowed to express themselves frankly and be given credit at least for their well-meant contribution to the lesson. On the other hand, they should be led to recognize the right of the Church to make laws and to see that she is a wise mother who makes laws only for the good of her children. Whenever possible the pupils themselves should be encouraged to answer one another's questions and statements and to look up what they cannot answer immediately.

Although the questions cannot always be answered with a single word they should, nevertheless, lead to some definite conclusion, at least in a general way. Of

course, there will always be personal problems which cannot be solved by a group and which can and should be submitted to the confessor, if they pertain to matters of conscience.

A number of the problems which follow, were originally intended for discussion by Sodality groups, study clubs, and at other meetings of young people. They will prove useful at such meetings, especially

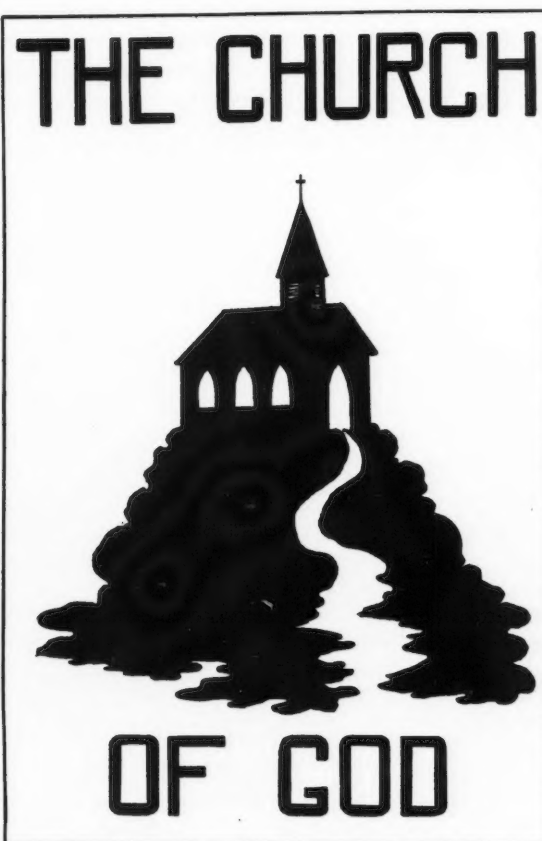
when there is a lack of any definite activity to vitalize the gathering. If the leader, be it Priest, Sister, or layman, takes a sympathetic attitude and directs the discussion properly, a great deal of pleasure and profit will result. Since a sympathetic understanding of pastor and parishioners is one of the results to be aimed at, criticism of authority or of individuals is, under all circumstances, to be avoided.

There is no reason why many of the simpler questions should not be used even in the intermediate grades. We cannot begin too early in training the children to become good and useful parishioners; in fact, in many ways the child is already called upon to do his share as a parishioner, and the earlier he begins to realize his obligation, the better for him and for his church.

The qualities of good leadership are touched upon in a number of problems. These qualities

may furnish a whole series of very practical and useful considerations. In general the aim of these discussions should be:

1. To cultivate the proper attitude of the child or parishioner toward his parish and particularly his pastor.
2. To broaden the student's viewpoint concerning the organization of the Church in general and his parish in particular.
3. To give the pupil a better understanding of his obligations toward the Church, his pastor, his parish, and the parishioners.



A Poster Design, by a School Sister of Notre Dame.—With slight variations in the drawing, this design would also be excellent for a blackboard decoration.

If it should be desired to make the work of this lesson of general help or interest to the parishioners, the problems and other suggestions might be worked out as a school project, each class taking a particular phase, and presented at a P. T. A. meeting or a general program to which all parishioners are invited. Such a program would be particularly suitable and well chosen in the case of a parish celebration in which both school children and parishioners participate. The work, being part of the regular religion class, would eliminate a great deal of waste in time and energy if it were made to replace entertainment of the less profitable type. In that case "Catholic Education and the Catholic School" could be added as part of the program.

Begin the lesson by considering the foundation of the first Christian communities. Show how the early Christians helped to support one another, how they were "one heart and one soul." The following topics may be added, especially in classes where pupils are old enough to make the reports themselves:

The Catacombs, The Church at the Time of Constantine, The Church in Catholic Countries (state support), Separation of Church and State (what it means and how it affects the parishioners).

Problems for Discussion

1. Mattie More teaches in a small country town. Because she has to help support the family at home, she is not able to contribute much money to the parish church which she attends. Is there anything else she can do to show her interest in the parish? (Let the pupils enumerate what she could do. Help with the choir, in the sacristy, decorate church, take care of altar linens, join a society, help instruct children in case there is not school, etc.)

2. Mr. Olson, a Protestant, tells you that he thinks it is a great waste of poor peoples' money to build a beautiful new church with a marble altar and stained-glass windows. He says that for poor people, such as most of the parishioners are, a simple meeting house like theirs would be far more practical. Is Mr. Olson right? (Nothing is too good for God. We believe that we have Him really present on the altar. All that we have is His. It is no more than right that we return something to Him, etc.)

3. Mrs. Vance is a wealthy woman who contributes her full share to the parish. Occasionally she even sends an extra check for the church. Otherwise, however, she takes no part in parish affairs, preferring to go to other places with her friends. Would you consider her a good parishioner in every sense of the word? Whom would you consider a good parishioner? (One who loves and reveres his priests, is interested in all parish affairs and helps to make them a success, etc.)

4. Mr. Stone contributes his share to his church, but he goes to Mass at a neighboring parish because he claims he was once offended in his own church. What do you think of Mr. Stone's action? (He is not a good parishioner, gives bad example, has no right to keep up a grudge, even if what he says were true, etc.)

5. Mary Greene has been away to school for a number of years and has therefore been out of touch with the parish. She is now returning home to stay. What would you expect her to do in relation to her parish? (Present herself to the pastor, assume active interest, join Sodality, contribute her share of money, etc.)

6. A new pastor has come to the parish since Mary Greene went away to school. Should Mary do anything to get acquainted or wait until the pastor discovers her presence?

(Either call on the pastor at a convenient time or introduce herself at a parish affair if she gets a chance.)

7. John Kane has always been an outstanding boy in school. He led the class in religion and seemed otherwise thoroughly good. After he left school he associated with non-Catholic friends, and, although they frequently made slurring remarks about the Catholic religion, he made no attempt to defend his Church. He claimed that he meets with these people socially only and is not justified in picking a quarrel with them. What do you think of John's excuse? How can you account for his attitude, considering that he has always been an exemplary Catholic student? What would you have done in his place? (Although John knew his religion, it never really became part of him. It was like a cloak which he could take off when he was in different company. If he loved his religion very much, he could not help but fight for it. Or, he may be very weak and cowardly. We must become Catholics at heart so that our religion can never be separated from us. How? Prayer, study, sincerity.)

8. At a meeting of young people, the reverend pastor gives a talk in which he mentions that Catholics must become leaders. What qualities of leadership would you consider important for a Catholic? Think of good leaders in your school. What makes them liked by everybody? (Let the pupils enumerate the qualities. Be sure to include, first of all, a sincere, thorough Catholicity. Other pointers for good leadership: Know your people and their good points. Use tact. Be fair. Give credit where credit is deserved. Prefer the opinions of others to your own. Never allow yourself to make remarks about one absent. Uphold the authority of others. Each of these points calls for discussion.)

9. Jennie Lee wishes to introduce the Sodality into her parish. She goes to the pastor and tells him the parish needs waking up, that everything is at a standstill, that she will show people how to make things move. Should Jennie get the pastor's help? What quality of good leadership does she especially lack? What would you do in her place? (Lacks tact. She may ask, but it is the priest's place to introduce the Sodality. Call for suggestions as to proper approach.)

10. The pastor wishes to get a new organ for the church, but many of the parishioners think that redecorating the church is more necessary. Instead of coming to an agreement, the people are divided into two factions. To which side should you hold? Can anything be done to clear up the matter? (Your pastor is your lawful superior. His wish should receive every consideration. If the people are good parishioners who love their pastor, they will soon come to an agreement. It is usually stubbornness that makes people contrary in such matters.)

11. Mr. King lives in the parish mentioned in problem 10. When the people finally decide to get a new organ, he refuses to contribute and threatens to leave the Church. Where is the difficulty? Is he justified in leaving the Church? (Mr. King shows foolish pride and stubbornness. If he leaves the Church he has to account to God for the step. He certainly is not justified in the act. He is not bound to contribute money for the organ, but he is bound to practice his religion.)

12. At a sodality election a group of girls vote for one of their number who is very popular among them because she has lovely clothes and a high social standing. They claim that it is necessary to have a person with some social prestige at the head of a Sodality in order to make it successful. How do you feel about it? What outstanding qualities ought a prefect to have? (Many circumstances would enter here. If the girl has the other qualifications, there is no reason why she should not hold the office, but lacking them, her social prestige will mean nothing. There might be such a thing as a girl from an undesirable family, in spite of her personal qualifications, not being able to make good under certain circumstances.)

13. In your parish the pastor forbids the young people to go to public dances. In the neighboring parish no such restrictions are made. Someone tells you that this proves that the Church does not teach the same everywhere. What would you say? The boys and girls who have attended the dances in the past say they see no wrong whatever when they are there. Who is in a better position to know? Why? (One pastor might have reasons for forbidding these dances which another has not. That is not a matter of faith. The pastor naturally is in a better position to know, even if some of the young people have seen nothing wrong at the dance. Discuss more fully with older pupils.)

14. Jack Hill is earning a good salary and living at home. His parents contribute their share to the church and therefore he feels that he has no obligations on his part. Do you agree with him? How much should one contribute out of one's earnings? (Jack must also contribute. Father Cassilly in his Catechism says one day's wages a month would be the ideal amount of contribute.) How much did the Jews have to give in the old Testament?

15. Monica Connor likes to attend Sunday's Mass at a neighboring parish because they have an excellent choir. Is there any objection to her attending there regularly? (A good parishioner goes to his own parish regularly. She owes the parish good example and support. There is no reason why she should not go to the other parish occasionally.)

16. A movie comes to town and the pastor advises his people not to see it. Those who have seen it elsewhere say they can see nothing wrong with the picture. May you go to see the movie? Is there any wrong in going against the advice of the pastor? What should be the ideal Catholic attitude in this respect? (The ideal Catholic attitude is, of course, implicit obedience to the pastor. He must have good reasons for what he says. However, there may at times be a difference of opinion because of personal taste. The leader must handle this question tactfully or not at all.)

17. Evelyn Bach is chairman of a bazaar committee. She hears that some one has criticized her actions and immediately proceeds to resign her chairmanship. What quality does she lack? (Courage to go on in the face of slights and difficulties.)

18. Leonard Payne is in charge of arrangements for a big parish festival. In choosing his various committees, what policy should he follow? One of the best workers in the parish is not on very good terms with Leonard. Should Leonard choose him to work on a committee? (Leonard must look to the ability of the people he chooses rather than to any personal preferences. If he is noble and thinks more of the success of the festival than of himself, he will choose the unfriendly one, provided he knows it will cause no difficulties.)

19. There is a woman in your parish who is a merciless gossip. People dread to have her call at their homes, because they know that she will talk about them when she leaves. The unfortunate thing is that she is otherwise a very intelligent and willing person, who could be most useful to her parish. Can you think of any causes that may have contributed to making her what she is? If you were to have an opportunity to give her some sound advice, what would you tell her? Do you think that she came to be a gossip all at once? Might not some young girls be on the high road to the same evil habit? What sins is a gossip most likely to commit? Are these faults always light? What serious evils might result from gossip? Can you give examples? What would you advise a young girl to do to overcome such a habit of gossiping? (The reason for introducing this subject is evident. It should set pupils thinking about their own faults and taking drastic measures to check them.)

20. Betty Madden has usually had charge of some booth

at the parish bazaar. This year, however, she happens not to be chosen. Immediately she feels slighted and refuses to attend or help in any way. Suppose that she was purposely left out, is she justified in acting as she does? What would you like to see her do? Would you think more or less of her, if she pretended not to notice the slight and helped along as much as possible? (The problem intends to bring home to the pupils, how much nobler it is to overlook slights and think of the parish rather than of oneself. It may be applied to school affairs as well.)

21. A neighboring parish is having a special program. There seems to be an unfriendly spirit existing between that parish and yours. Ella Wall is called upon to lend her services to the other parish by singing at a dinner. Should she accept? What do you think of the spirit existing? After all, what are all the parishes working for in the long run? Can the end be best attained by rivalry or cooperation? (Show that we are working for the same end, the salvation of souls. Rivalry retards the work. The fact that others show such a spirit does not justify our own action.)

22. Bob Dunne goes to a movie at the parish hall. Afterwards he says that he will never go again. He can see a much better show downtown for the same price. What do you think of his decision? (Show that unless Catholics support their own undertakings they can never expect anything better. Who else will support them? Who is responsible for the Catholic movies, magazines, etc.? Where does the money for their support come from?)*

23. A group of high-school girls enter the parish Sodality and find it dominated by older girls who either do not know or do not care for the many activities that the girls were accustomed to in their own high-school Sodality. The younger girls feel bored and want to leave the Sodality because, as they say, they are mere wall flowers, whose opinions are never asked. What would you advise them to do? (The young girls must show themselves patient, tactful, appreciative of the work and the sacrifices of the older members, thoughtful of their feelings, etc., but they must not leave. Things will change gradually. Before they can take their places as good leaders they should learn to be good followers.)

24. Mr. Alonzo is a foreigner. He says that in this country you have to pay to be a Catholic and belong to the Church. In his country they were never asked for money. How would you explain the situation to him? (In this country the Church has no support except what the parishioners do for themselves. In the other country the state evidently supported the Church.)

Interesting Things to Do

Read the story of the Good Shepherd and the Prodigal Son, and apply them to our lesson.

Tell the class the history of the Tribe of Levi.

Make a list of all that the priest does for us.

Learn how to lay out the vestments for Mass and show the class how to do it.

Visit a near-by church and tell the class something of interest that you found there.

Interview an old member of the parish. Ask questions about the early days and the sacrifices the people made for their church, about interesting happenings, etc. Then tell the class what you have heard.

Read the story of the Sacrifice of Cain and Abel and see whether you can apply it in any way to the sacrifice made by parishioners in supporting the church. (Cain gave of the

*Let the pupils estimate the income for a Catholic movie shown in the church halls throughout the country and compare it with that of other movies shown in nearly every theater in the country. It is people who act as Bob decides to do, that make it impossible to have anything better in a Catholic hall. The same holds true with newspapers, magazines, and many other undertakings under Catholic auspices.

best, and his sacrifice was not pleasing to the Lord.—Depends on disposition of heart.)

Read the story of Melchisedech and see whether you can apply any part of it to our lesson on supporting the church.

Find stories (particularly in the *Sacred Heart Messenger*) that tell of some phase of parish work. Read the best stories to the class.

In the New Testament read the story of the Widow's Mite and apply it to our lesson.

Look up the following Scripture texts and apply them to our lesson: Tob. iv. 9; Matt. v. 10; Luke x. 7; I Cor. ix. 7; I Cor. ix. 11; I Cor. ix. 14; I Cor. ix. 13; Num. xviii. 21; Ps. xxv. 8; Heb. viii. 17; Rom. xiii. 1; Luke x. 16.

Make a poster referring to your parish church, or any phase of parish activity.

Find out how many different kinds of taxes your father must pay. What benefits does he get in return? Apply this to the parishioners who must share the burden of church expenses and the benefits they receive in return.

Pictures to be Collected for the Project

The Catacombs, The Victory of Constantine, St. Peter's, Rome, Great Cathedrals and Churches (see Perry catalog). The present Pope, Cardinals, etc., The Diocesan Bishop, The Pastor and parish priests, The Parish Church, Rectory, etc., The Parish School, Christ Giving Keys to St. Peter (Guido Reni), The Good Shepherd (Ploekhorst), The Prodigal Son (Molitor). Church and school pictures of an earlier date, such as the first building erected, etc. Other pictures intimately connected with the history of the parish, diocese, etc.

Suggestions for Oral or Written Composition

The History of My Parish Church.

The Patron (or Mystery) of My Parish Church.

The Architecture of My Parish Church.

How to be a Good Parishioner.

What I Can Do to Help My Church.

The History of the Stations, a Shrine, etc., of My Parish Church (if an interesting history is connected with any of them).

The Meaning of the Symbols in My Church (these can also be used for drawing, posters, notebook covers, etc.).

The Windows in My Parish Church.

The World's Greatest Church, St. Peter's at Rome.

Helpful Reading

Russell, Rev. W. H., *Your Religion*, Chapter XXXII, "Entering Into Parish Life."

Lord, Daniel, *My Friend, The Pastor*.

Scott, S.J., Rev. Martin J., *The Hand of God*, Chapter XVI, "The Clergyman as Man and as Priest."

Campion, *Religion*, Book I, Chapter I, "The Parish Church," Chapter II, "Organization of the Church"; Book II, Chapter XX.

Sullivan, *The Visible Church*, Lessons 61-65.

Questions for Further Discussion

1. Why must we contribute to the support of the Church?
2. Where does the Church get its authority to make laws?
3. How is your parish supported?
4. Who takes care of the poor in Catholic parishes?
5. Is every poor person in the parish entitled to an equal share of the charity?
6. How can you show your love and respect for the pastor and priests of the parish?
7. How can you show your interest in the Church in general and in your own parish in particular?
8. In how many ways can you help your parish?
9. Have young children any duties toward their parish? What?
10. How should children take care of church and school property? Why? Whose property is it?

The Educational Stepchild

F. J. MacHugh

Editor's Note. This paper discusses Mental Hygiene in the Catholic school from a slightly different angle from that of the preceding paper. Here the author stresses the plight of the student who seems a little bit queer. You will recognize the types submitted as examples.

THERE is a very regrettable tendency among Catholics to have a perpetual grievance against the Catholic school. Many times, however, adverse comment arises not from a critical attitude but from a genuine loyalty and desire to see Catholic education become a more and more perfect instrument for its threefold purpose of training the body, mind, and soul. Hence it is with no desire to originate any invidious comparison between Catholic and secular education that we may note in one particular at least, the non-Catholic group is far ahead of our own. Indeed, the question has been entirely ignored by Catholic educators. These men and women have approached most of the problems in the educational field with a keenness and interest which, considering the difficulties of time and money under which they labor, seems almost phenomenal. But we wonder why no one has raised a voice in defense of the psychologically abnormal child.

By this term we do not mean the child with a definite mental defect, the subnormal, nor the exceptionally brilliant, as such. We mean the large number of

students in our schools with those slight twists and quirks of character, those emotional maladjustments which, if permitted to continue, will develop into serious obstacles to a normal, happy, and useful life. Perhaps those in charge of the schools do not realize how many of these types they have under their care. Unfortunately for the children, many times they are of the "good" type, the studious, quiet child for whom the harassed teacher thanks the good Lord and promptly forgets. The "odd" child is the stepchild in the family. Here and there some kindly nun or priest may sense the difficulty and aid the child to overcome it. But too frequently the peculiar child remains peculiar both to faculty and students. There is the boy or girl who does not enter into the activities of the playground; do we discover why? The high-school boys and girls who avoid each others' company and make no contacts with the other sex; the college student inclined to be ultraconservative or ultraradical; the man who tends to a foolishly independent mode of thought and the woman who lacks self-reliance in action or thought. These people are not pathological cases but they are sufficiently numerous and sufficiently serious to warrant our earnest consideration. Practically all of the large secular universities and colleges have psy-

chological clinics at the disposal of the students, and most of the school systems in our large cities have provided specially trained teachers to cooperate with the regular teachers in this work. And if we do not wholly approve of the results in this field of education, is it not because modern psychology is based upon false principles and hence is foredoomed to failure? In the hands of those whose science is based upon a sound philosophy would not these clinical activities be a tremendous power for happiness and for good?

Unfortunate Blunders

What do we do with the unusual child in our schools? Unless he or she has acquired the doubtful facility of avoiding the teacher's and pupils' attention, we usually make it so unpleasant that the student leaves. One or two instances will recall many similar cases. Take the problem of an only child confronted with behavior difficulties at school. This boy was well accustomed to be the object of admiring interest from the family, friends, and relatives. His adjustments at school had been normal and successful for the first four years. Early in the fifth year, however, a situation arose which changed him from a good student to an indifferent and mediocre one in spite of his superior intelligence. During a discussion of Egypt the boy volunteered the information that he had seen a real mummy. The teacher thinking he had misunderstood, explained that he had probably seen a mummy case, since mummy cases are more common than mummies. The child replied that he had not only seen a mummy but had seen it uncovered, which he really had seen at an unusual exhibition of Egyptian art. The teacher felt that he hadn't and said so. The child insisted that he had seen the unwrapped body. Annoyed by the child's persistence the teacher severely reprimanded him for causing a disturbance in class. Hurt by the lack of confidence in his word and by what he considered a very unjust scolding, the boy lost interest in his work, no longer wished to please his teacher and instead of being promoted at the head of his class, a place where his natural intelligence and industry would put him, he became one of the mediocre students which constitute the average group. His indifferent attitude persisted until he had finished high school and only an overwhelming interest in a particular branch of mechanics induced him to continue his studies.

Another case was that of a young freshman on the campus of a large Catholic college for girls. Coming from very undesirable home surroundings, the girl herself was eager to take advantage of all the opportunities offered by the school. Since this was her first contact with Catholics she naturally found many things strange, particularly that of molding all thought and speculation along the lines of scholastic tradition. Instead of the attention and encouragement this young woman needed, she was dismissed by the entire student body and almost the entire faculty as "queer" and consequently hopeless. Against this verdict no one could struggle. In spite of a very considerable talent in one particular field, the student dropped out of college in her third semester disappointed and discouraged.

And yet another case was that of a type for whom the whole world is searching at the present time. A

born leader, influential with fellow classmates, thoroughly responsible and trustworthy, but high-strung, independent, and adventurous. One member of the faculty took a high-handed attitude over some minor breach of discipline and from the antagonism thus engendered arose a series of mishaps which resulted in the college asking the student to withdraw from school at the end of the junior year. The student graduated with honors the following year from a neighboring secular university, beloved by the students and admired by the faculty. If the Catholic teachers had only exercised a little understanding and willingness to stretch a point in the first place the influence and energy which are now being devoted to civic interest would have been placed at the disposal of the Catholic community of which he is now a practical but not active Catholic member.

And may we remark parenthetically that many valuable contacts between student and teacher are lost because the student feels that his or her confidence will not be respected. This applies particularly to girls' schools. It is very disconcerting to any young person, after unburdening his or her difficulties in a heart-to-heart talk, to find himself the object of the enthusiastic interest of the whole community!

Unsocial Pupils

Sociologists are more and more concerned with the problem of the unmarried woman; the woman who is amply fitted for marriage and in many cases actually desirous of marriage but who never seems to make the contacts necessary for such a step. How many of these cases are due to the encouragement that the girl received from her parents and teachers to not "bother" about the boys, to act like a "little lady," to not be "silly." Most girls are much too apt to disregard these admonitions but there is a considerable number who take them seriously and who do not "bother." Since our whole school system encourages this ideal many young women after leaving school have very great difficulty or fail entirely to make the proper social adjustments. We do not for a moment advocate "silliness." But the phase seems inseparable from adolescence and it were far better to endure it with patience and help develop it into a healthy, sane attitude toward men and marriage than to suppress it until it becomes the root and source of tragedy later on.

Extreme Caution Needed

American Catholics have made many sacrifices to build an educational system of which they may be justly proud. Unless, however, the foundation for a normal, happy, temporal life goes hand in hand with the foundation of a healthy, holy spiritual life, their efforts are futile. Of course it would be folly to say this were not true in the overwhelming majority of cases. But while we are considering the subnormal, the supernormal, the underprivileged children whose physical and mental efficiency we are trying to improve, let us not forget the psychologically abnormal whose emotional stability we must preserve. Many children will never be happy unless their character twists are corrected. A Catholic education is almost essential to spiritual life and eternal salvation. A bad disposition and a broken heart are no help!

Latin as an Aid to English

Sister Marie Antoinette, S.S.J., Ph.D.

PERHAPS no subject in education has been discussed with greater interest and liveliness than the study of Latin and its relative value to the other branches of learning. It has frequently given rise to long and learned discussions on the part of professional scholars as well as on the part of the teachers themselves in our secondary schools and even in our institutions of higher learning. This is due to the fact that the study of Latin is so far-reaching in its influence.

Lovers of the classics have gone so far as to trace the influence of Latin with pride and convincing argument, not only to the various fields of learning, but to almost every profession and phase of life as well. While this is logical and entirely plausible it must be admitted, nevertheless, that these contributions are remote and indirect. In the last analysis it is to the mother tongue alone that the contributions of Latin are direct and immediate. It is through the medium of the English language that they are passed on to the educational branches and thence to the professional fields. For whatever contributes to one's grasp of the essential elements of structure and vocabulary adds correspondingly to one's power over language as an instrument of thought and thereby to the effectiveness of whatsoever task in life is set out to be accomplished. Conversation is such a vital element in social life today as to make success in any field of endeavor depend, if not entirely, certainly in large measure, on one's ability to speak with accuracy and a fair degree of elegance.

It is the aim of this article to set forth in the order of their importance, the peculiar advantages of the study of Latin to the student of English. The term English is taken both in its literal sense of language for purposes of grammar and rhetoric and in its broader interpretation to include literature. The advantages derived from the study of Latin for the mastery of syntax and grammatical principles will be considered first, then its advantages to the student's command of English through the many possibilities of vocabulary which it affords will be taken up and, finally, in conclusion an attempt will be made to show the value of Latin in the interpretation and appreciation of literature. In order to keep the discussion within reasonable length the material and illustrations presented throughout are to be understood as merely suggestive rather than exhaustive.

Latin and English Grammar

Obviously, an understanding of the syntax of the Latin sentence helps materially toward an appreciation of our own sentence structure. English grammar distinguishes eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. These terms are taken from the Latin. The peculiar function of each of the parts of speech

is unmistakably clear through the underlying meaning contained in the term itself. Thus: The noun is simply *nomen*, that is, the word which expresses the name of anything. The pronoun, *pro nomine*, is the word which is used in place of or for a noun. The adjective, *adjicere*, is the word which adds to another, that is, which qualifies another. The verb, *verbum*, is the word which expresses the word of action, being, or state of being. The adverb, *ad verbum*, the word near the verb, is the word which attends the verb. The preposition, *praepositum*, the word placed before, is placed before nouns and pronouns to show their relationship to other words in the sentence. The conjunction, *conjungere*, is the word which is used to join words, phrases, or clauses. The interjection, *interjectum*, is the word thrown in among other words to express feeling or emotion. In the light of this interpretation the parts of speech are no longer vague and abstract terms to test the student's memory, but clear working concepts which lay a solid foundation for intelligible language study and ultimately lead to a development in clearness and accuracy of thought prerequisite to the corresponding qualities of expression.

The syntactical relations of the parts of speech in the sentence which in our mother tongue are obscured by the loss of inflections stand out in clear light in the Latin. While the English has acquired highly conservative powers through its long process of historical development, it has, at the same time forfeited some advantages which make for a clear understanding of the simplest rules of grammatical syntax. The Latin, as an ancient language no longer subject to change, still holds its highly inflectional character. It expresses the various relations of syntax and the notions of number, gender, case, person, tense, mode, etc., by the aid of variable and movable terminations and even by admitting of complete changes in form. The teacher who has struggled to impart abstract principles of English grammar will not fail to appreciate these advantages in the ancient language. In the following sentences two simple rules of grammar are illustrated.

1. The subject of a sentence is in the nominative case:
2. The direct object of the verb in a sentence is in the objective case.

The father calls his son. *Pater vocat filium.*

The son loves his father. *Filius amat patrem.*

In the English sentences the subject does not differ from the object as far as form is concerned, making the rules generally abstract while the Latin makes the rules concrete by using the forms *Pater*—*Patrem* and *filius*—*filium*, respectively. Similarly the predicate nominative and the direct object so often confused by the student of English stand out in Latin as distinct syntactical constructions as a result of case inflection.

The man was king. *Vir erat rex.*

The soldiers praise the king. *Milites laudant regem.*

This leads to an interesting consideration in the case of the personal pronouns of the first person and also gives a plausible explanation of the very common error: It is *me*, It is *us*. The personal pronouns of the first person, unlike nouns, do admit of inflectional change of form in English. Nominative, I; possessive, my or mine; objective, me. The paradigm is memorized but otherwise seems to be utterly disregarded. No thought is given to its application and the common "It is *me*" follows on the analogy of "They praise *me*." The confusion may be a possible result of the influence of the noun which does not have case-ending designations in English. In any event the study of Latin with its fully inflected nouns as well as pronouns makes necessary a careful language practice which will certainly result in better English.

The highly inflected character of the Latin language has the further advantage of developing an appreciation not only of word relations in the sentence but of phrase and clause relations as well. The student is trained to observe carefully the various case and verb endings in the long and involved Latin sentence with a view to seeing the relations between the words, while at the same time to hold his judgment in suspense until the significant word is met upon which the distinctive character of the whole statement is dependent. The syntactical subordination of the relative clause and the indirect question will serve as an illustration of the point.

The teacher knows the boy *who* is a pupil in school.

The teacher knows *who* is a pupil in school.

Magister scit puerum *qui* discipulus in schola est.

Magister scit *quis* in schola discipulus sit.

In English there is no real difference between the form and structure of the two *who* clauses, the introductory pronouns *who* and the verbs *is* in both being the same. An analysis of the pronouns, however, reveals that the relative pronoun relates back to the antecedent *boy* while the interrogative pronoun has no such function in the sentence. The Latin, obviously, is much more forceful and concrete in showing the syntactical clause relations by using distinctive pronouns, *qui* and *quis*, and significant verb modifications, *est* and *sit*, respectively. These unique language distinctions are similarly illustrated in the subordination of the indirect statement.

The pupil said that *he* (the pupil) *was* in school.

(When? — at the time of his speaking.)

The pupil said that *he* (the teacher) *was* in school.

(When? — at some time previous to that in which he was speaking.)

Discipulus dixit *se* in schola *esse*.

Discipulus dixit *eum* in schola *fuisse*.

The foregoing considerations suffice to show that the study of Latin affords the student of English the best available training in general grammatical concepts and relations. Abstract grammatical principles are rendered concrete through its highly inflected forms and are thereby brought within the student's mental grasp. This grammatical dexterity, slowly acquired through the study of Latin, is of permanent value for a due appreciation of the syntax of our highly developed mother tongue. The striking simplic-

ity of Latin grammar in this regard cannot be over-emphasized.

Latin and English Vocabulary

As the study of Latin contributes to a clearer understanding of the grammatical structure of the English language so likewise does it contribute to the student's command of English through the many possibilities of vocabulary which it affords. The English language is not only indebted to the Latin for its formal grammar and structure but in large measure for its vocabulary as well. English is a language of mixed origins in which the Latin element is not only very large in amount but likewise of great importance in giving it its quality. It has been estimated that no less than five-sevenths of the words in the English vocabulary are derived, directly or indirectly, from the Latin. The importance of the Latin element in the English language is emphasized by the fact that in this number are the technical root words, that is, the words used in scientific and scholastic life. The refined and cultured element, then, of our language is mainly from the Latin, while its common and natural element alone is to be found in other sources. These considerations show in a general way the many advantages of vocabulary necessarily to be derived by the English student in his study of Latin. These advantages will now be touched upon more specifically.

In addition to a clear understanding of language structure, fluent and elegant speech presupposes an easy flow of words. The study of Latin offers this peculiar advantage by enlarging the vocabulary since so much of the English has been drawn from the Latin. The English is extensive while the Latin is intensive. A single Latin root has a very large number of English derivatives. Thus, from the root word *duco* are derived all such English compounds as *adduce*, *deduce*, *induce*, *reduce*, etc. To take another example, approximately five hundred words in the English language have their origin in the single Latin root word *verto*. This establishing of family trees from Latin roots is excellent drill for students of high-school Latin, being interesting and highly beneficial. It may be used as material for contests where time is available. From it can be drawn attractive designs for interesting students in related Latin and English word study. Recognition of related English words is one of the first fruits of Latin study. In the case of compound words the student should be encouraged to acquire skill in understanding their real meanings through an analysis of the elements which compose them. By the use of the English dictionary in this connection the student is readily made to realize that his study of Latin is a real asset to his English vocabulary and hence to his education in general.

It is through these Latin derivatives in the English language that the Latin has contributed most extensively to the English vocabulary. It has made other contributions also, however, which, although they are less extensive, are, nevertheless, more direct. The English language contains a large number of words which have been taken over from the Latin without change of form or meaning. Such words as *datum*, *data*;

memorandum, memoranda; radius, radii; etc., retain their original forms in the singular and plural as well as their original meanings. Others such as *honor, honors; auditor, auditors; janitor, janitors; etc.*, have retained their original meanings but have plurals according to English form.

The study of Latin has the further advantage of enriching the student's English vocabulary as well as enlarging it. It gives him the power to use simple words with aptness and a nice appreciation of their finer shades of meaning. The real meaning and true significance of many common English words is brought out clearly through their Latin derivation. Accordingly, the English word *educate* from the Latin *e + ducere*, means simply to lead forth. The student of Latin has likewise an insight into the meaning of many unusual English words. He is familiar with their exact meanings through their derivation. Thus, the English word *fallacious* from the Latin *fallere* means more than *misleading*; it is branded indelibly with deceit. The English language, further, abounds in words taken over from classical mythology. A knowledge of these words is a necessary background for the most general reading today since they figure so largely in newspaper advertisements and various notices. The student of Latin loses nothing of the connotation of that part of the English vocabulary which is based on classical mythology. His training in Latin richly supplies this phase of his English also and he sees clearly and vividly what he reads.

Besides the enlargement and enrichment of his vocabulary, the study of Latin has the further advantage of familiarizing the English student with the principles of word formation. This creates interest in etymological studies which is a necessary step toward any mastery of our composite mother tongue. The meaning of our English words whether from the Latin or any other source is always directly related to the origin and derivation of the word. Hence the student trained to observe the etymological formation of words has a valuable asset toward a richer and fuller appreciation of the English language as well as its mastery. Familiarity with the principles of word formation in Latin derivatives also serves the student of English as a guide to correct spelling. Commonly misspelled English words such as *separate* from *separatus*, *imperative* from *emperatus*, *incredible* from *incredibilis* offer no difficulty to the student of Latin. The Latin element in them gives assurance.

Latin Element in English Literature

The study of Latin and its literature gives the student of English an historical grasp of the tone and spirit of English literature which even the most intensive study of the English literature itself cannot reach. The Latin element in the English language has its counterpart in English literature. Just as the English language grew from a provincial dialect to a world language under the influence of Latin so likewise did its literature under the same influence expand from an insular to a world literature. The best English literature, from Chaucer down to our own day, has developed under the direct, as well as the indirectly

transmitted influence of the ancient Romans who created the standards and left models for the civilized world.

The earliest traces of the influence of Latin literature are apparent in the literary types themselves of English literature which have their origin in classical antiquity. These literary types, borrowed in broad outline from the more ancient Greeks, were definitely shaped by the Romans to serve as standards for all subsequent literatures. All the masterpieces of English literature, whether prose or poetry, have their prototypes in Latin literature.

The representative writers of English literature from earliest times down to our own were, almost without exception, lovers of the classics. They knew the Latin language and the Latin masterpieces and, whether consciously or not, have endowed English literature with a classical character as its distinctive trait. The classics permeate our literature. Both prose and poetry abound in classical allusions the true significance of which can be appreciated only through a knowledge of the sources. The greater part of English poetry is confined almost entirely to classical subjects. It is significant, too, that many English poets have chosen Latin titles for their poems. A background adequate for the interpretation and appreciation of the feeling and spirit of the masterpieces of English literature, must obviously be sought in a knowledge of the classics themselves.

To summarize, the advantages of the study of Latin to the student of English for the mastery of his own language and literature are threefold. By its logical precision and strict severity of form, the Latin makes clear the syntactical structure of the English language. Through its many synonyms expressing finer shades of meaning in vocabulary it develops power and command in the use of the English which is both accurate and correct. Finally, because of the intimate relation existing between Latin and English literature, the study of Latin and its literature affords an indispensable preparation for the understanding and appreciation of English literary masterpieces.



HOW NRA CODES ARE MADE

The NRA aims to carry on economic planning in "a unique and American way." It asks industry to take steps to govern itself, with government guidance and supervision. The object of the law is to put people back to work. In general, unemployment is to be remedied by shorter hours and increased wages. Much stress has been put upon the principle that business cannot prosper unless the workers have the means to buy what they produce—and to buy more than mere necessities.

The process of code making is ordinarily as follows:

1. An association which is representative of the management of an industry takes the first steps and formulates a proposed code.
2. The code is then checked by the NRA staff to learn if it conforms to NRA policy and to the mandatory provisions of the Act.
3. A preliminary conference is held with representatives of the industry, at which representatives of the industrial, labor, and consumers' boards are present.
4. A public hearing is called, after notice, at which representatives of the three boards are also present.
5. There is a final conference and analysis, with a member of the NRA staff as chairman.
6. The code is finally drafted.
7. The code is submitted to the President for his approval.

Catholic School Music

Sister Joseph Mary, S.C.N.

Editor's Note. This paper is offered (1) as the author's testimony of what has been done in the matter of teaching music in the grade school, (2) as further testimony to the truth of the statement that the average classroom teacher is able to teach music effectively, and (3) for the author's championship of Gregorian music.

IN looking over various school catalogs, even those of convent schools, one frequently notices mention of public-school music. Just what kind of music is peculiarly public-school music the writer is at a loss to know. That there is such a thing as distinctively Catholic-school music, no one familiar with the chants of the Church can fail to realize and appreciate. Likewise it is quite generally known that there is a system of teaching Catholic-school music; namely, the Ward Method—a system, by the way, whose merits have given rise to considerable controversy. Its proponents claim that it is the method *par excellence* of instilling an understanding and an appreciation of music in even the youngest children, that it is in thorough accord with the findings of leading authorities on child study and educational psychology, and that it imparts the requisite knowledge for the interpretation of Gregorian Chant. On the other hand, teachers condemn it as dull and mechanical, as too difficult and too technical, and in at least one diocese where it had been adopted as the basal text, it is about to be discarded. The writer, at the risk of being considered rash and presumptuous, would like to give her experience with the Ward Method of Teaching School Music.

Back in 1920, while attending Fordham University Summer School, I learned of the work in school music that was being done at the College of the Sacred Heart. It was possible for me to arrange to be present at the lessons in Ward, and during the six weeks that followed, I endeavored to master the first-year work with the thought in mind of introducing the method into the schools of which I was at that time principal. The school was St. Mary's, Whitesville, Kentucky, where, thanks to the encouragement of Father O'Sullivan and the coöperation of the Sisters, the Ward method was started that fall. Fifteen minutes a day *regularly* were devoted to the singing lessons. Progress was slow but steady—power was being surely developed. Gregorian Benediction hymns were heard that first year, the fresh young voices of those simple children lending themselves admirably to the Gregorian melodies. Music other than religious was not lost sight of, as songs for various occasions were learned, an operetta for the June closing—all might have been noted and dated and written up in true experimental fashion were the need foreseen.

When I returned to New York in the summer of 1921, I hoped to take up second-year work in the Ward Method at Sacred Heart but I was doomed to disappointment. There was a conflict in the hours and the music was regretfully though promptly abandoned, for after all I was not sent to New York for that pur-

pose. Accordingly, the music program for the scholastic year of 1921–1922 at St. Mary's was planned so as to review first-year Ward and to take up in connection with it a Gregorian Mass. The year turned out to be a full one, with a Christmas cantata, an Easter entertainment, and the June closing exercises. The children were all the better for reviewing first-year work, for now a solid foundation had been laid. In the summer of 1922, I was able to arrange the time at Fordham so as to go to Sacred Heart College in the afternoon and take up second-year Ward, and also fourth-year which is entirely Gregorian in content. During the school year of 1922–1923 these courses, in modified form, were given to the pupils of St. Mary's, a second Gregorian Mass was learned for Sunday, and later the Requiem with the Proper was taken up. The Benediction repertoire was increased, and from that time on only Gregorian music was heard in church at Whitesville.

The rest of this story will have to be told by my successor, for I was moved in 1923. I have had no further opportunity to experiment with the Ward method, but I believe my experience to be sufficient to justify another claim of the authors of this method that it gives results that could never be expected from a process of mere imitation and memory. It is a workable system and it is peculiarly adapted for the non-professional musician. I suspect that the dissatisfaction with the Ward method is in reality antipathy to teaching music at all, for most class teachers look upon this subject as outside their field. Even class teachers in training give evidence of this attitude. John Robert Moore in the June (1932) number of *Current History* tells us that "a recent study of the interests of 1,080 students in fifteen teachers' colleges show that almost half are entirely indifferent to any of the fine arts and some are actually hostile to them." With reason does the New Education Fellowship advocate and urge the necessity for greater emphasis on "spiritual values in a highly mechanized civilization."

The notion that music is outside the field of the class teacher or that teaching singing is above or beyond her ability is a mistaken one. Hollis Dann says "it is entirely possible and practicable for any good teacher of reading who is not tone deaf to learn to teach singing successfully." He even goes so far as to say that "since the methods of training adult voices are not applicable to children's voices, the ordinary vocal teacher is not a safe guide in this matter," and that "only the successful and expert teacher of children is qualified." Class teachers, you can teach singing, or at least, you can learn to teach it. Year after year courses in school music have been offered, and year after year these courses have been overlooked in favor of more "practical" subjects. True music is an art subject, but because of its stimulating effect upon the child's physical, emotional, and spiritual nature, it is

considered by many educators of today as one of the most important studies in the curriculum. The Church, moreover, through her music wishes to enrich the child's devotional life by an understanding of Gregorian Chant. No phase of music is more worthy of study. Note what a music critic, presumably not a Catholic, says in an article, "Music in Review" (*The New York Times*, March 30, 1933):

The concert given by the choir of the Pius X School of Liturgical Music in the Town Hall last night was a revelation of the beauty which great music and fine training can bring forth. These girls of the College of the Sacred Heart, some of whom have been accustomed since the age of 6 to the Gregorian Chant brought to their performance a sincerity of utterance and a technical finesse which more pretentious choruses might well envy. . .

The program included numerous chants and antiphons which have preserved the seemingly artless cadences of a time when song and speech had not gone so far asunder. . . Why, one asks, are these works so seldom performed in the cathedral, in the church? They are its greatest musical heri-

tage. . . Why must one go to the Town Hall or Carnegie if one wants to hear them?

If further reasons be needed to include the subject of music in the curriculum, hearken to the words of Pius X who says in his ill-observed *Motu Proprio*: "Special efforts are to be made to restore the use of Gregorian Chant by the people, so that the faithful may again take a more active part in the ecclesiastical offices, as was the case in ancient times"; and to those other words of Pius XI who tells us that "it is quite necessary that the faithful, not as visitors or mute spectators, but as worshippers thoroughly imbued with the beauty of the liturgy should take part in the sacred ceremonies." What a glorious opportunity for the school Sisters to promote Catholic Action by training children to participate actively in the liturgical prayer of the Church!

In conclusion, may I ask in behalf of Catholic-school music an informed, intelligent, and constructive consideration?

A Thoroughly Modern School

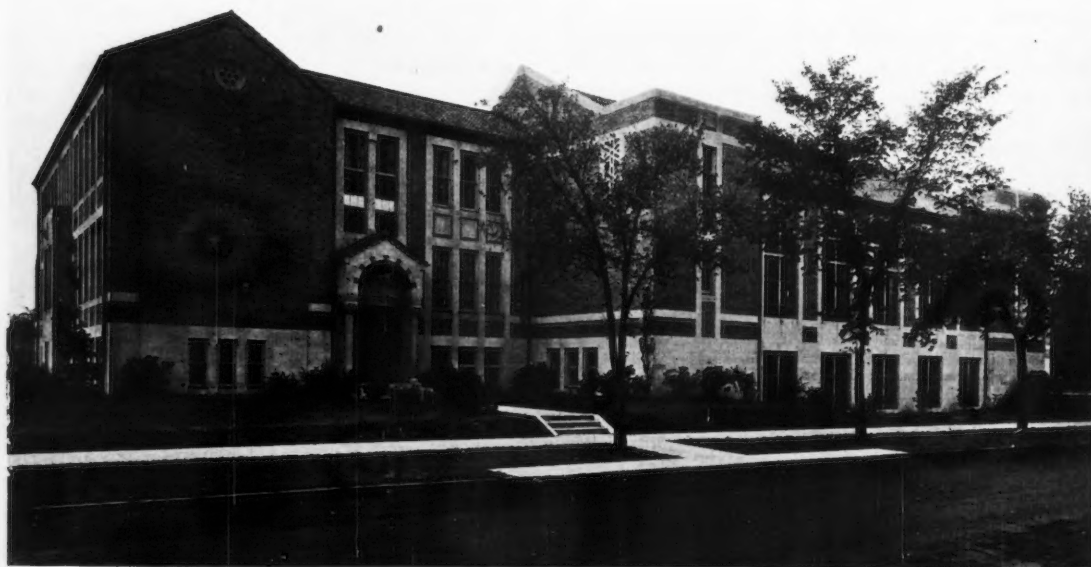
SAINTE Luke's School at Saint Paul, Minn., is an excellent example of a grade-school building planned to meet the requirements of modern education and also to serve as a center for parish activities.

There are 17 classrooms, including 2 kindergarten rooms. In addition there are a library and reading room, music room, offices, nurse and clinic room, guild hall and community room, an auditorium seating 575

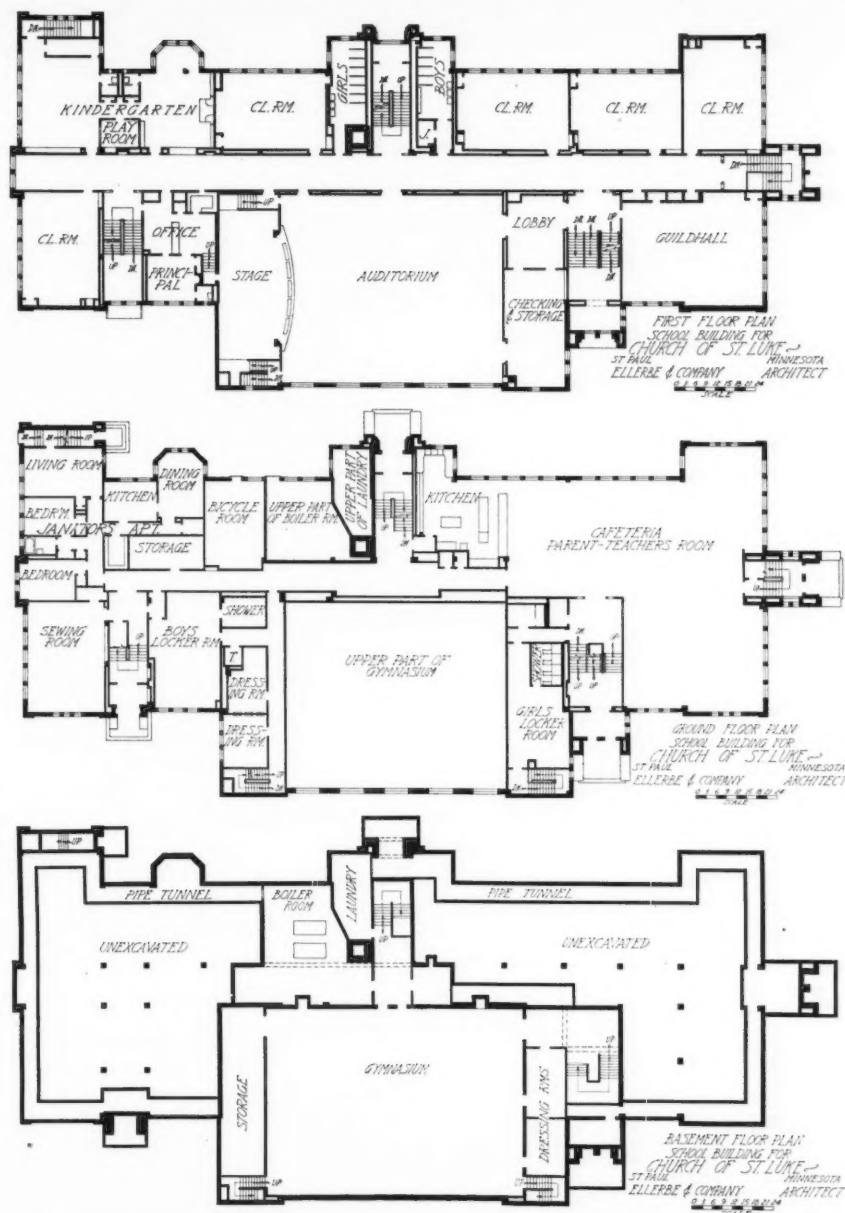
persons, a gymnasium with bleachers to seat 400. Toilets for boys and girls are on each classroom floor and a teachers' restroom is located on the second floor.

Janitor's quarters are located in the basement. The community room has a kitchen so that it may be used for a students' cafeteria and headquarters for the parent-teacher organization.

The auditorium is provided with a motion-picture



St. Luke's School, St. Paul, Minnesota.—Ellerbe and Co., Architects, St. Paul, Minnesota.



Ground Floor and Basement. The plans of the second floor are quite similar to those of the first. St. Luke's School, St. Paul, Minnesota.—Ellerbe and Co., Architects, St. Paul, Minnesota.

booth fitted with projecting machines and stereopticons. The stage has provision for footlights and strip and border lights.

Adjacent to the gymnasium are separate locker rooms for boys and girls, each complete with showers. There is also a large room for storing gymnasium equipment and bleachers.

Provision has been made for an intercommunicating telephone system, an electric clock system, and a public-address system.

Modern Romanesque is the style of architecture. The building is fireproof. Brick with limestone trimming is the exterior finish laid over a reinforced-con-

crete frame; the roof is of tile. Corridors and stairs are finished in terrazzo and marble, classrooms in oak, and the auditorium is plaster and oak. The gymnasium has brick walls with cement-plaster ceiling. Toilet rooms have terrazzo floors and marble stalls.

The pupil capacity of this building is 660. The cost was \$238,350, including architects' fees. The cost of equipment was \$7,500. The cost per cubic foot including equipment, was 29 cents and the cost per pupil \$372.50.

The building was designed and construction supervised by Ellerbe and Company, Architects, Saint Paul, Minn.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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The Schools or the Movies

It is a significant fact that more than 23,000,000 minors attend the movies every week. Here is a tremendous force of great effectiveness that may reinforce the school or undermine it. They may be conflicting or supplementary instruments.

The educational possibilities of the movies are generally recognized. Cardinal Mundelein expresses the attitude of many Catholic prelates: "For several years I have been interested — and deeply concerned as well — in the growth and progress of the motion-picture industry. I recognized the great possibilities it possessed both for entertainment and for education, and repeatedly have I said that in proper hands it would prove to be as great a discovery as was the printing press."

But this potential agency for good has become vicious — devastating among our children and youth. "Experience has shown," says Cardinal Dougherty, "that one hour spent in the darkened recesses of a moving-picture theater will often undo years of careful

training on the part of the school, the church, and the home."

This conflicting of moral ideals and of moral influences of the movies and schools, has been stated as a fundamental basis for the protests against the movies. The American Cardinals have particularly emphasized it. Cardinal O'Connell points out the undermining effects:

Just as the little bug or the borer in the bark of the tree, quiet and innocent, can sap the very life of the tree, in the same way, if you are content to allow the children with whose guardianship you are intrusted by Almighty God, to enter these gilded palaces of vice — because that really is what they become — and give them money merely for what they think is entertainment, you are permitting their faith to be sapped and endangered, the faith of these poor, dear, little innocent souls that hardly realize what is going on in front of their eyes.

But they soon get used to it. Do not imagine that these little children's minds are impervious to the influences which are being directly and methodically placed in their pathway, which ought to be a pathway of purity and innocence.

Do not imagine that these little children, God's own little ones of the flock, can go into that atmosphere again and again and again and see the scenes which, to a poor little innocent child would in the beginning mean almost nothing at all, without being eventually influenced by them.

Cardinal Dougherty puts it definitely in terms of the school.

This sinister influence is especially devastating among our children and youth. In vain shall we struggle to build Catholic schools, and in vain shall we labor to keep the minds and hearts of our boys and girls pure and unsullied, unless some adequate measure be taken to save them from this flood of filth which is now sweeping over the country.

And likewise Cardinal Hayes sharply defines this issue:

Another serious consideration suggests the question why certain producers of motion pictures are permitted to counteract, to put it mildly, the influence of public and private schools which spend millions and millions annually for the education and the formation of character of the young. Dr. Campbell, our superintendent of schools, impressively writes:

"There is little doubt in my mind that much of the good that the schools are doing, especially in the field of character training and the development of right social attitudes, is being undermined and even thwarted by sub-standard motion pictures."

The motion picture is more potent in impressionable and compelling effect on people of all classes than all our other refining and educational agencies. The American people, therefore, have a right to look for productions that are clean, safe, elevating, and wholesome in their theme and method of entertainment.

Failure to challenge the movies would be to Cardinal Mundelein, cowardice:

We Catholics have built up a school system that has cost many millions of dollars and entails countless sacrifices for the sole purpose of training the spiritual and moral, as well as the intellectual side of these children. Our people would accuse us, their spiritual leaders, of cowardice if we supinely stood by and allowed any influence, such as that exercised by the salacious moving pictures of today, to menace and destroy in the souls of the little children that which we and they have built up in our schools.

Here is a significant way to put the issue. Shall we

spend millions upon millions in our public schools for character training and waste the whole sum to permit a few producers and actresses to make millions in undermining what is being sought after in the schools?

Shall we continue to make sacrifices for the Catholic schools, have religious give their consecrated lives by the thousands in it, to have those whom we would serve — God's own children — infected by the poisoned contagion of the movies? — *E.A.F.*

A Simple Effective Remedy: The Legion of Decency

The adoption of the moral code for the movies in 1930 was not seriously considered by the movie industry, judging by what has happened since. The moral menace of the movies has increased. It has become a public scandal.

The American Hierarchy took cognizance of the situation last November. The Administrative Committee of the N.C.W.C. appointed a continuing committee to act "against the growing abuses and licentiousness of the moving-picture industry." The Committee is under the able leadership of Archbishop McNicholas (Cincinnati), and has as its other members Bishops Cantwell (Los Angeles), Boyle (Pittsburgh), and Noll (Fort Wayne).

The Committee, with characteristic good sense, recognized that entertainment is a virtual necessity of modern life. It recognized, too, the tremendous power for good of the movies for wholesome entertainment, informal education, and moral influence. It has become painfully aware of the tremendous power for evil of the movies and the actual debasing and perverting influences unloosed on American life through the motion-picture theater.

Years of hope by the friends of wholesome entertainment have resulted in hopelessness — if reliance must be placed on the movie producers. They did not keep the 1930 code. They flaunted any protests because box-office receipts — their only guide — seemingly justified their policies.

The Committee of the Hierarchy has decided that the certain way to affect the policies is to speak in terms the sinning producers understand — the box-office receipts. Consequently, a "campaign against the destructive moral influence of evil motion pictures" was organized and launched. It was called the Legion of Decency. It was tremendously simple and tremendously successful. It consisted of merely signing a pledge of protest and of refusing to patronize any evil pictures. The pledge is given in full elsewhere in this issue. In this pledge the signer:

1. Condemns vile and unwholesome motion pictures;
2. Pledges coöperation in arousing public opinion against the evil and maleficent influence of the treatment of sex, vice, and criminals;
3. Protests against the underlying filthy philosophy of life;
4. Pledges himself to stay away from all motion pictures except those which do not offend decency and Christian morality;

5. Promises to secure additional members for the Legion of Decency.

This simple device, used previously in the Total Abstinence Campaign, was tremendously effective. Two million signers were secured in a short time. Individual Protestants and Jews joined the campaign. Official representatives of religious denominations also joined. Here is one of the best pieces of social work on a national scale that has been done in a long time.

By the time school opens the campaign for decency will have gathered great momentum. The school teachers must acquaint themselves with every phase of the campaign, and must become active missionaries of the movement, keeping the truly Catholic spirit of those who are guiding the Legion of Decency.

The Legion has already met the undermining challenge of the "promise to be good." No mere promise will be adequate. Thoroughgoing reform is the essential — complete housecleaning, and a machinery adequate to keep the movie house clean physically and spiritually. The national leadership is competent; follow it; keep in touch with it. Sign the pledge, even though you are a Sister. Sign it, if you are the parish priest. Spread accurate information and keep the faith with Archbishop McNicholas' committee. — *E.A.F.*

"Before Christ Came"

A very significant little book came from the press recently in the "Highway to Heaven" series. It is a Bible history. Its title is *Before Christ Came*. We shall not discuss the content of that book here — but its striking title is worth a thought. It contains in itself the whole pedagogy of Bible history.

We study in religion in detail the history of the Jews because they were the chosen people of God from whom would come the Savior of men. That history is a preparation for Christ. As a thread that gives this nation continuity and that raises its significance above all other ancient peoples, is the promise and the prophecy of a Redeemer who shall save the people of Israel.

This fact gives the teacher the pedagogical key to the teaching of Bible history. It must be taught in relation to Christ. The promises and prophecies of Christ's coming must be emphasized. The characters to be emphasized are those prefiguring or prophesying Christ. The Bible history must be Messianic. Its relation to the plan of redemption must be emphasized. The need for a Savior must stand out. The nature of the sacrifices must be presented as a basis for a study of the Mass — and more particularly the need for a clean oblation. This, for example, indicates the great importance of Melchisedech.

It is the Messianic tradition that gives significance to Jewish history, and it is that tradition that must be emphasized in the teaching of Bible history. That will also help much in the study of doctrine and religious practice and life applications which must also go along with the study of Bible history because it will grow out of it. — *E.A.F.*

A Synthetic Method of Teaching Versification

Thomas P. Gaynor, M.A.

I. First Year of High School

Editor's Note. This is the first of three articles on a subject, which, as the author says, in some schools is not given the attention it deserves. By following the simple method Mr. Gaynor has outlined, the teacher should be able to impart a knowledge of and enthusiasm for versification to any class.

JUST as we study the sentence, the paragraph, and the theme to arrive at an appreciation of good prose, so we must study rime, meter, and the general mechanics of verse to attain a true love of poetry. But why is it that in many of our high schools little or no attention is paid to versification? The answer seems to be that, because of faulty methods of instruction, teacher and pupil soon lose interest in the subject; the former is discouraged, and the latter is mystified as much as enlightened.

All this difficulty can be remedied if we apply a synthetically graded method to our teaching: if we do not try to teach too much at once; if we remember that we have four years in which to teach the subject; and that versification is a science as well as an art, and should, therefore, be taught scientifically. We must try to understand the psychology of the pupil, working from the easy to the less easy, until we have surmounted step by step every difficulty that besets our path.

For the above reasons it is unwise to attempt too much in the first year of high school. Our first duty is to stimulate the pupil's natural interest in poetical expression and to foster a genuine love for real poetry. If we have no love for poetry ourselves and fail to arouse the interest of the pupil, we would be better employed elsewhere. Let us be enthusiastic and our students will be enthusiastic also.

The First Lesson

We start by writing, let us say, the following lines on the blackboard:

The stag at eve had drunk his fill
Where danced the moon on Monan's rill,
And deep his midnight lair had made
In lone Glenartney's hazel shade.

Next we divide the lines into the proper number of feet, calling attention to the fact that there are *four groups of two syllables in each line*, and that these groups are called *feet*. The class smiles at this strange use of an old, familiar word, but is learning something new and is interested. Attention is next called to the accented syllable of each foot, and the words *iambus* and *iambic* are explained. Then the class is told to "sing-song" the four verses in chorus three or four times, care being taken to stress the second syllable of each foot. Afterward the individual pupil should be asked to do so. The purpose of this exercise is to accustom the ears of the student to the "tune" of the iambic four-foot line. Experience has shown that without an ear trained by plenty of such exercise the pupil finds the scansion and, consequently, the construction of verse quite impossible. Too much chorus oral scansion, however, is dangerous, as it may lead to a weakening of class discipline; but the single method is altogether safe.

Why has the four-foot line been chosen in preference to any other? The answer is easy. First, the iambic is a common measure in which poetry is written; it is the simplest and therefore the most easily grasped by the child's mind. If we scan our everyday conversation, we should find that most of it naturally falls into the iambic measure. A good deal of it

is very much mixed, it is true; yet the iambic foot prevails. The four-foot line is chosen because it is perhaps the most natural breathing line in versification. The four lines are all tetrameter rather than alternating measures of four and three feet, because the former scheme is less complicated in structure and lays greater emphasis on the rime scheme, *a, a, b, b*.

Having done so much we now begin to explain the three essentials of rime as simply and concisely as possible. Thus without the use of too many technical terms and definitions the rudiments of the science of versification in a field sufficiently narrow not to confuse the minds of our pupils have been explained to them, and they are now ready to apply themselves to the art of versification. The bell rings about this time, which is perhaps fortunate, for if we pump too much gas into a bag there is always danger of its bursting.

Deepening First Impressions

The next day, and for that matter the next few days, it would be well to lay aside all other English work and attend only to this one subject, for unless we deepen the impressions already made, there is danger of their soon fading away. It is a good plan, therefore, to write four more lines on the blackboard similar to those written the day before and briefly go over our explanation. Then begins the real work of this class period. We ask the pupils to give a line of only *eight syllables* in iambic measure, I say "eight," for our pupils are liable to forget that there are only eight in a four-foot line and may give ten or eleven. Several hands are raised, and we have the choice of a number of verses, all more or less correct. The best one is written on the board. If necessary it is corrected, and the reason for the correction given. The students are then to give another line of equal length riming with the first one. That is written down; and so we proceed from line to line until the four are finished. We read the verses aloud taking care to "sing-song" them, not forgetting to commend our pupils on the work accomplished. They are now all anxious to expend the energy with which they are filled. Accordingly we get them busy with pencil and paper writing quatrains (of course we do not use this word when speaking to them) and move quietly among our embryo poets encouraging and helping those who need our assistance and praise. Before the bell rings, we give as an assignment the writing of at least four verses like those they have studied.

Time to Get a Rime

We have made a beginning, but perhaps the most difficult part of our task is yet to come. The next day our students return with their themes. We have a number of them written on the board. The verses in general are satisfactory enough as far as rime and meter go; but we find that there is very little sense to many of them, while some have neither rime nor reason. We should be prepared for just such difficulties as these. We must try to get the ears of our unmusical students "tuned in" to the swing of the iambic line. We go to the board and write in large letters something like the following:

It's time, it's time, it's time, it's time
For me to get a rime, a rime.

Such lines, nonsensical as they at first appear, lay a good deal of emphasis on both rime and meter; and if we have our dull pupils try the scansion of them in chorus they will, after

a time, attain proficiency in the writing of iambics. This ear drill must, however, be repeated rather frequently.

After our pupils have begun to write riming iambics with a certain amount of ease, they will begin gradually to write sensible verses, and even, by accident, as it were, stumble across a poetic thought or two. But we must beware of desiring poetical compositions from our students, as unlike saints "poets are born, not made."

After three or four days spent in such work we may return to our regular class schedule, keeping one or two days of each week for the study of versification and the memorizing of poetry. One of the great benefits derived from the latter exercise is that, from one point of view, it is a disguised oral drill in scansion. For this reason it would be well to study such poems as are written in the form and meter which our students have last learned.

One Step at a Time

Each month or so we ought to give our class instruction in some phase of versification that is new, taking care, though, that such instruction is graded and dovetailed with that which we have already given. Thus after the students have learned to write quatrains in iambic tetrameter, we may teach them to write quatrains in alternating four- and three-foot measures, riming, *x, a, y, a*, and so on, till they have all the common forms of the iambic.

Then, and only then, should we define for them the meaning of the words *monometer*, *dimeter*, *trimeter*, etc., taking care not to give them too much to remember at any one time. We do not need as yet to give the definitions of the feet themselves, for these should be given only when the class takes up the study of those particular verse measures. It is a good pedagogical rule seldom to employ technical terms or give difficult definitions unless the pupil is about to need them then and there, or at least in the near future. The study of the pure sciences is the chief exception to this rule.

Singing in the Spring

Exercises in the use of the various forms of the iambic will keep the freshman student busy at least till spring. The whole world sings in the spring. The high-school student's mind is full of rosy dreams, of walks in green woods with a gun on his shoulder perhaps, his dog running in front of him sniffing at the many delicious odors he finds in the long tufts of grass or beneath fallen tree trunks. The boy has visions of the old swimming hole, or even of such things as strawberry shortcake or family picnics. We grasp our opportunity and give him a chance of venting his pent-up longings in the use of the trochee.

Trochaic Verse

The teaching of this form is not so difficult as first appears. We must remember that it is but the iambic turned around, or better still, all trochaic verses are pure iambics begun with the prefixing of one stressed syllable. Let us for the present forget all about the double rimes such as are found usually in stanzas written in this measure, and employ only lines ending also in a stressed syllable. With a little dexterity we can change, with scarcely any alteration, almost any iambic stanza into trochees, as the following example will show:

Danced the | moon on | Monan's | rill
When the | stag had | drunk his | fill,
Deep his | midnight | lair had | made
In Glen | artney's | hazel | shade.

The important thing, then, is to begin a trochaic verse with an accented or stressed syllable. If we emphasize this important fact, we shall have little difficulty in teaching this new form of versification. All proper monosyllabic names have stressed accents, as John, Tom, Ruth, etc.; so also two-

syllable words usually have the accent on the first syllable, as mother, father, plowing, sliding, running, broken, Alice, and a thousand others. Let us encourage our pupils to use such words at the beginning of their lines and we shall soon have our hands full of outpourings about blue skies, birds, flowers, picnics, and what not. Let us never be so cruel as to throw them into the wastebasket, for the boys and girls treasure such varied vaporings and prize them as highly as the real poet does the inspirations of his pen. Having learned so much, the pupil may later be taught to vary the length and rime scheme of his lines, but we must not forget to give him home tasks from time to time in the writing of iambics. Toward the end of the year we may teach him the double rime, taking, for example, as our model Longfellow's Psalm of Life with which he is already familiar, or the soldier's song from *The Lady of the Lake* if that classic be taught in the first year:

Soldier, rest! thy warfare o'er
Sleep the sleep that knows not breaking
Dream of battled fields no more,
Days of danger, nights of waking.

Selections for memory work may be taken from the *Psalm of Life* or other good poems written in trochaic measure.

I do not think it would be well to teach any other form in the first year than those two measures indicated, as we have three years before us in which to teach those that are more difficult. Home tasks in versification should be almost as frequent as those in prose, not only because the latter is a great aid to the former, but also because it is a means of understanding the complex structure of poetry which, artistically speaking, commends a higher place in literature than does prose.

The Value of the Catechism

Rev. Stephen Klopfer

THE following evaluation of the catechism is more striking since it comes from the pen of a professor of the Sorbonne, who, in the days of young Ozanam, was one of the leaders of free thought. "He was a man of evil omen, who in his famous *Globe* article, 'Whither Dogma Leads,' was sounding by degrees the knell of Christianity." He attacked Revelation and even the possibility of Revelation. Ozanam, the young student, protested and set him thinking. He thought of his catechism, and gave us the masterful summary presented below.

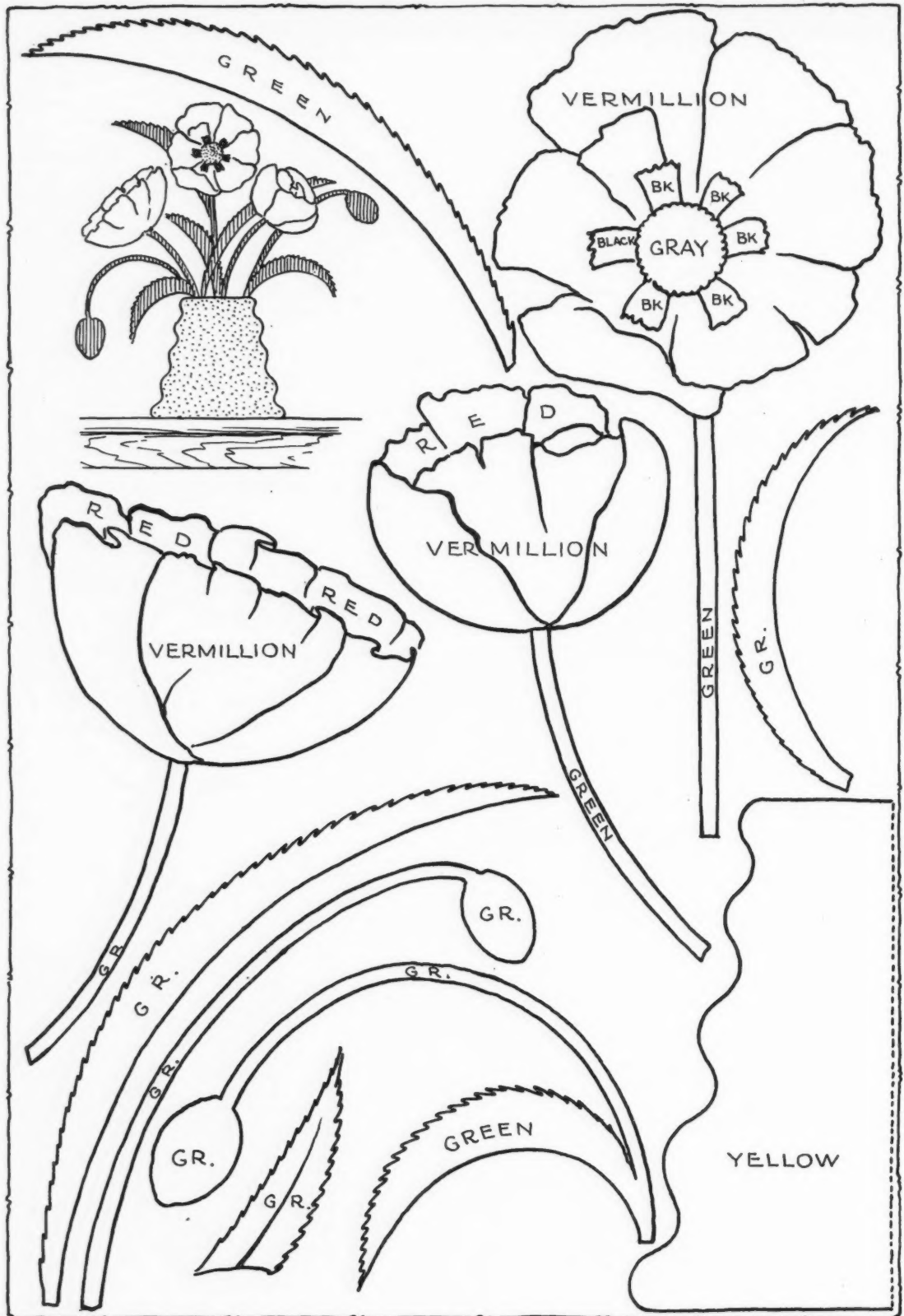
"A little book is given to the children. They learn it by heart and are questioned on it in church. Read this little book. It is the catechism. You will find in it the solution of all the problems which I have raised, not a single one excepted.

"Ask the Christian: Whence the human race? He knows it. Whither does it go? and he knows it. How is it to arrive at its destination? and he knows it.

"Ask a poor child why it is on earth and what will confront it after death; it will give you a sublime answer which it does not understand, but which for that reason is no less wonderful. Ask it how the world was created and for what purpose, why God filled it with animals and plants, how the earth was peopled, whether this happened through a single family or several of them, why people speak various languages, why they endure hardships and sufferings, why they wage war on one another, and how the whole earth will some day come to an end—and it knows it.

"The origin of the world, the origin of the human race, the origin of the various races, the destiny of man in this world and in the next, the relation between man and God, the duties of man toward fellowman, the lordship of man over creatures—nothing is unknown to the child.

"And when the child is grown to manhood, it will waver just as little in matters of human law, politics, and international law; for all this evolves with greatest clarity, as of itself, immediately out of Christianity." — *Theodore Jouffroy*.



A Poppy Window Cut-Out. — W. Ben Hunt.

The Declaration of Independence—

A Dramatization *Sister Irminda, S.S.J.*

THE purpose of this dramatization is not primarily for entertainment, but for practice in parliamentary law and for an aid in teaching that part of history which is centered about the Declaration of Independence. The scene is laid in Independence Hall, Philadelphia, where the delegates from the colonies are assembled, with John Hancock as chairman.

John Hancock and the clerk are seated at a little table at the back center stage, facing the audience. The delegates are seated on either side in the form of a semicircle.¹

Part I

J. HANCOCK: The meeting will now come to order. The clerk will call the roll.

CLERK: Delegate from New Hampshire.

DEL. OF N. H.: Here.

CLERK: Delegate from Massachusetts Bay, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia [*each answers in his turn*].

J. HANCOCK: Fellow country men, the time seems ripe to declare our true relations with England. We have been at war for more than a year. We have opened trade with other countries and we have been making our own laws. In these things we have been exercising the rights of an independent country. Now we are called rebels. Let us remove this brand which is so repugnant to us. The only way to do this is to declare the colonies free from England. As a free country we could exercise these powers in a manner which no one could challenge.

R. H. LEE: Mr. Chairman.

J. HANCOCK: Mr. Lee of Virginia.

R. H. LEE: I resolve that the United Colonies are and ought to be free and independent states, and that their political connection with Great Britain is and ought to be dissolved.

DEL. FROM MASS.: Mr. Chairman.

J. HANCOCK: Delegate from Massachusetts.

DEL. FROM MASS.: I move that a vote be taken to determine the attitude of the colonies concerning formal separation from England.

DEL. FROM S. CAROLINA: Mr. Chairman.

J. HANCOCK: Delegate from South Carolina.

DEL. FROM S. CAROLINA: I second the motion.

J. HANCOCK: It is moved and seconded that we vote to determine the attitude of the colonies concerning formal separation from England. All in favor of the separation will say "Aye."

SEVEN DELEGATES: Aye.

J. HANCOCK: All opposed "No."

SIX DELEGATES: No.

J. HANCOCK: The "Ayes" have it.

DEL. FROM S. CAROLINA: Mr. Chairman.

J. HANCOCK: Mr. Rutledge of South Carolina.

DEL. FROM S. CAROLINA: Some of us have been instructed by our Colonial Congress to vote against formal separation from England. We believe that the time will come when we shall be free from England but the outcome of the war is too

uncertain now. Furthermore, we do not believe that seven colonies have the right to determine the fate of thirteen. As the colonies are independent of each other, no colony has the right to declare independence for any other. If such a declaration should now be agreed to, the delegates from Maryland, Delaware, Pennsylvania, the Jerseys, South Carolina, and New York must retire, and possibly their colonies will secede from the union.

DEL. FROM VIRGINIA: Mr. Chairman.

J. HANCOCK: Delegate from Virginia.

DEL. FROM VIRGINIA: The question is not whether, by a Declaration of Independence, we should make ourselves what we are not; but whether we should declare a fact which already exists. At the present time we are exercising the powers of a free and independent country.

DEL. FROM DELAWARE: Mr. Chairman.

J. HANCOCK: Delegate from Delaware.

DEL. FROM DELAWARE: The conduct we have formerly observed was wise, and it is proper now. It was to defer to take any capital step till the voice of the people drove us to it.

DEL. FROM MASS. BAY: Mr. Chairman.

J. HANCOCK: Delegate from Massachusetts Bay.

DEL. FROM MASS. BAY: The people wait for us to take the lead. They are in favor of the measure, though some of their representatives are not. The voice of the representatives is not always consonant with the voice of the people, and this is remarkably the case with the middle colonies. You will remember the resolution of May 15. The representatives opposed it vigorously but when it was put to the vote of the people it was found that the vast majority favored the resolution.

DEL. FROM NEW YORK: Mr. Chairman.

J. HANCOCK: Mr. Livingston from New York.

DEL. FROM NEW YORK: We do not believe that the people of the middle colonies, Maryland, Delaware, Pennsylvania, the Jerseys, and New York are yet ripe for bidding adieu to British connection, but they are fast ripening and in a short time they will be ready to join in the general voice of America. That resolution of May 15 for suppressing all powers derived from the Crown has shown, by the ferment into which it threw these middle colonies, that they have not yet accommodated their minds to a separation from the mother country.

DEL. FROM RHODE ISLAND: Mr. Chairman.

J. HANCOCK: Delegate from Rhode Island.

DEL. FROM RHODE ISLAND: As to our dependence on Parliament it has really never existed, for the restraints she has placed on our trade derived their efficacy from our acquiescence only, and not from any rights they possessed of imposing them on us. Our connection which has been federal so far, is now dissolved and has been since the beginning of hostilities. Our duty to the King! It has been a bond of allegiance but that bond was dissolved by his assent to the last act of Parliament, by which he declares us out of his protection and by his levying war upon us. The very fact of his levying war upon us has long ago proved us to be out of his protection; it brings a certain position in law, that allegiance and protection are reciprocal, the one ceasing when the other is withdrawn.

DEL. FROM MARYLAND: Mr. Chairman.

J. HANCOCK: Delegate from Maryland.

DEL. FROM MARYLAND: We have already stated that some of the delegates have been expressly forbidden to vote for in-

¹In compiling this dramatization the following books were used for reference: *Essentials of American History*, by Lawler; *Dictionary of American History*, by Jameson and Buel; *Our Country*, by Benson J. Lossing; *The American Revolution*, by John Fiske; *The Source History of the United States*, by Caldwell and Persinger; *History of the United States*, by Julian Hawthorne; *The Cathedral History of the United States*, by The Franciscan Sisters of the Perpetual Adoration; *History of the United States*, by Foster.

dependence. Others, having received no instruction from their respective colonies, have no powers to give such consent. Now, if we declare our freedom, and some or all of these colonies secede, we shall be so weakened that we will be obliged to surrender.

DEL. FROM CONNECTICUT: Mr. Chairman.

J. HANCOCK: Delegate from Connecticut.

DEL. FROM CONN.: France is jealous of England and would be glad to have an opportunity of punishing her for taking away her American possessions in the French and Indian War. France will not help us while we acknowledge ourselves dependents of England, but if we were an independent country, she would help us, and then the outcome of the war would assuredly be in our favor.

DEL. FROM MARYLAND: Mr. Chairman.

J. HANCOCK: Delegate from Maryland.

DEL. FROM MARYLAND: A secession on the part of some of the colonies would weaken us more than could be compensated for by any foreign alliance. In the event of such a division, foreign powers would either refuse to join themselves to our fortunes, or, having us so much in their power as that desperate declaration would place us, they would insist on terms proportionately hard and prejudicial.

DEL. FROM MASS. BAY: Mr. Chairman.

J. HANCOCK: Delegate from Massachusetts Bay.

DEL. FROM MASS. BAY: Though France may be jealous of our rising power, she will be less afraid of us if we are free than if we are united to England. In our freedom she will see her own advantage and so she will be glad to help us.

DEL. FROM PA.: Mr. Chairman.

J. HANCOCK: Delegate from Pennsylvania.

DEL. FROM PA.: Perhaps England will ask France to help her in this trouble, and to repay her will give back those possessions taken during the French and Indian War. It will not be long before we hear from our agent at the French court and then we will know their attitude toward us. Moreover, if the present campaign proves successful we shall have more reasons to expect an alliance, and on better terms. Why not wait until we have stronger foundations upon which to build a new nation? It would be of no advantage to us to take this step hurriedly, for even if we could be free today, we could receive no assistance from France during this campaign because the season is too far advanced.

DEL. FROM VIRGINIA: Mr. Chairman.

J. HANCOCK: Delegate from Virginia.

DEL. FROM VIRGINIA: The present campaign may prove unsuccessful, therefore we had better propose an alliance while our affairs wear a hopeful aspect. To wait the outcome of the campaign will certainly work a hurtful delay, for during the summer France can help us very much by cutting off supplies from England.

DEL. FROM CONN.: Mr. Chairman.

J. HANCOCK: Delegate from Connecticut.

DEL. FROM CONN.: The backwardness of the colonies that object to this important step may be ascribed partly to the influence of proprietary power and connections, and partly to the fact that they have not been attacked by the enemy. These causes are not likely to be removed soon, for there seems to be very little, if any, probability of the enemy making any of these colonies the seat of war this summer. It would be in vain to wait either weeks or months for perfect unanimity, since it is impossible that all men should ever become of one mind on any question.

DEL. FROM VIRGINIA: Mr. Chairman.

J. HANCOCK: Delegate from Virginia.

DEL. FROM VIRGINIA: According to European delicacy, we cannot expect to send ambassadors to, or receive them, from any European country, if we are not free and independent. Until we can exchange ambassadors, they will not receive our

vessels into their ports, nor will they acknowledge the decisions of our courts of admiralty concerning the capture of British ships. It is necessary to lose no time in opening trade, for our people will not only want food and clothing, but also money with which to pay their taxes. The only misfortune is, that we didn't declare our independence six months sooner, and enter into an alliance with France then. If we had, she could have sent an army into Germany and prevented some of the petty princes of that country from selling their unhappy subjects to England to help against us.

DEL. FROM MASSACHUSETTS: Mr. Chairman.

J. HANCOCK: Delegate from Massachusetts.

DEL. FROM MASS.: I believe that the colonies of New York, New Jersey, Pennsylvania, Maryland, Delaware, and South Carolina, though not ready to fall from the parental stem, will be quite ready in a short time, and that if we postpone the final decision for a little while, they will be most willing to join us. I move, therefore, that we postpone the final decision until July 1, and call a meeting of all the delegates for that date.

DEL. FROM NEW YORK: Mr. Chairman.

J. HANCOCK: Delegate from New York.

DEL. FROM NEW YORK: I second the motion.

J. HANCOCK: It is moved and seconded that we postpone the final decision until July 1. All in favor of the motion will say "Aye."

DELEGATES: Aye.

J. HANCOCK: Those opposed "No." Carried.

DEL. FROM VIRGINIA: Mr. Chairman.

J. HANCOCK: Delegate from Virginia.

DEL. FROM VIRGINIA: When we meet on July 1, there will be so much business to transact that we will have little time to prepare a declaration of independence, and in order to save time, we ought to appoint a committee to prepare it for that day. I move you, Mr. Chairman, that John Adams, Dr. Franklin, Roger Sherman, Philip Livingston, and Thomas Jefferson be appointed to make up that committee.

DEL. FROM N. CAROLINA: Mr. Chairman.

J. HANCOCK: Delegate from N. Carolina.

DEL. FROM N. CAROLINA: I second the motion.

J. HANCOCK: It is moved and seconded that we appoint John Adams, Dr. Franklin, Roger Sherman, Philip Livingston, and Thomas Jefferson to prepare the Declaration of Independence. All in favor of the motion signify by saying "Aye."

DELEGATES: Aye.

J. HANCOCK: Those opposed "No." The "Ayes" have it.

DEL. FROM NEW H.: Mr. Chairman.

J. HANCOCK: Delegate from New Hampshire.

DEL. FROM N. HAMP.: I move that we adjourn.

DEL. FROM PA.: Mr. Chairman.

J. HANCOCK: Delegate from Pennsylvania.

DEL. FROM PA.: I second that motion.

J. HANCOCK: It is moved and seconded that we adjourn. Those in favor signify by rising. [*Delegates rise*]. Those opposed rise. Carried.

Curtain

Part II

[*This part represents the work done on July 1 and 2. Although there is no break in the presentation, the wording shows the lapse of time. The same stage arrangement is observed.*]

J. HANCOCK: The meeting is now called to order. In answering to the roll call today you will state how you will vote.

CLERK: New Hampshire.

DEL. FROM N. HAMP.: In favor of independence.

CLERK: Connecticut.

DEL. FROM CONN.: Here to vote for independence.
 CLERK: Massachusetts.
 DEL. FROM MASS.: In favor of complete and immediate separation from England.
 CLERK: South Carolina.
 DEL. FROM S. CAROLINA: I have been instructed to vote against such a measure.
 CLERK: New Jersey.
 DEL. FROM NEW JERSEY: The assembly of New Jersey, in its last meeting, decided to favor a vote for independence.
 CLERK: Maryland.
 DEL. FROM MARYLAND: The people of our colony have voted for independence.
 CLERK: Virginia.
 DEL. FROM VIRGINIA: Resolved that these colonies are and ought to be free and independent states.
 CLERK: North Carolina.
 DEL. FROM N. CAROLINA: For independence.
 CLERK: Georgia.
 DEL. FROM GEORGIA: For independence as soon as possible.
 CLERK: Pennsylvania.
 DEL. FROM PA.: We will stand firm against any formal separation from the mother country.
 CLERK: Delaware.
 DEL. FROM DELAWARE: There are only two of us here and we are divided on the question.
 CLERK: New York.
 DEL. FROM NEW YORK: We are in favor of the step and we are sure that the assembly and the people of our colony are in favor, but our orders, which were given twelve months ago, prevent us from voting for independence. We ask to be excused from voting at all.
 CLERK: Rhode Island.
 DEL. FROM R. I.: For independence.
 J. HANCOCK: You have heard the vote 9 to 4 in favor of declaring independence. We shall proceed at once to examine the prepared document and sign it.
 MR. RUTLEDGE OF S. CAROLINA: Mr. Chairman.
 J. HANCOCK: Mr. Rutledge of South Carolina.
 MR. RUTLEDGE OF S. CAROLINA: I believe if the determination be delayed until tomorrow the colonies still against the measure will vote for it for the sake of unanimity. I move you, therefore, Mr. Chairman, that the final vote be postponed until tomorrow.
 DEL. FROM DELAWARE: Mr. Chairman.
 J. HANCOCK: Delegate from Delaware.
 DEL. FROM DELAWARE: I second the motion.
 J. HANCOCK: It is moved and seconded that the final vote be postponed until tomorrow. Those in favor signify by rising. [*Delegates rise.*] Those opposed rise. Carried.
 DEL. FROM MASSACHUSETTS BAY: Mr. Chairman.
 J. HANCOCK: Delegate from Massachusetts Bay.
 DEL. FROM MASSACHUSETTS BAY: Mr. Chairman, since the delegates from Pennsylvania and Delaware have by recent post, received orders to vote for independence, and since South Carolina has concurred in voting for it, New York is the only colony now opposing the step, I move you, therefore, that we proceed to examine the document.
 DEL. FROM GEORGIA: Mr. Chairman.
 J. HANCOCK: Delegate from Georgia.
 DEL. FROM GEORGIA: I second the motion.
 J. HANCOCK: It is moved and seconded that we proceed to examine the document. All in favor stand. [*All delegates rise.*] Carried.
 DEL. FROM PENNSYLVANIA (Dr. Franklin): Mr. Chairman.
 J. HANCOCK: Delegate from Pennsylvania.
 DEL. FROM PA.: I move the passage No. X should be omitted, for it may give offense to our friends in England.

DEL. FROM VIRGINIA: Mr. Chairman.
 J. HANCOCK: Delegate from Virginia.
 DEL. FROM VIRGINIA: I second the motion.
 J. HANCOCK: You have heard the motion to omit passage No. X. Those in favor say "Aye."
 DELEGATES: "Aye."
 J. HANCOCK: Those opposed, "No." The "Ayes" have it.
 DEL. FROM MASS.: [*Adams*]: Mr. Chairman.
 J. HANCOCK: Mr. Adams.
 DEL. FROM MASS.: The colonies of South Carolina and Georgia have made no attempt to restrain the slave trade and wish to continue it. I make a motion, therefore, that out of compliance to these two colonies, we omit passage No. XII in which the king is so strongly criticized for allowing slave trade.
 DEL. FROM N. HAMP.: Mr. Chairman.
 J. HANCOCK: Delegate from New Hampshire.
 DEL. FROM N. HAMP.: I second the motion.
 J. HANCOCK: That we omit passage XII from this document has been moved and seconded. All in favor stand.
 DELEGATES: [*All stand.*] Carried.
 J. HANCOCK: We will now sign the document. [*Signs.*] There, John Bull can read that without spectacles, and may now double his reward of five hundred pounds for my head.
 GENTLEMEN: We must be unanimous, there must be no pulling different ways, we must all hang together.
 DR. FRANKLIN: Yes, or we shall all hang separately. [*The delegates go to the table and sign the paper.*]
 DEL. FROM N. HAMP.: [*Signs.*]
 DEL. FROM MASS. BAY: [*Signs.*]
 DEL. FROM CONN.: [*Signs.*]
 DEL. FROM N. JERSEY: [*Signs.*]
 DEL. FROM PENNSYLVANIA: [*Signs.*]
 DEL. FROM DELAWARE: [*Signs.*]
 DEL. FROM RHODE ISLAND: [*Signs.*]
 DEL. FROM NEW YORK: Your hand trembles.
 DEL. FROM RHODE ISLAND: Yes, but my heart does not.
 DEL. FROM MARYLAND: [*Signs.*]
 DEL. FROM NEW JERSEY: There go your millions if the king can get hold on you.
 DEL. FROM PENNSYLVANIA: No, there are several Charles Carrolls and the king won't know which one signed this.
 DEL. FROM MARYLAND: Wait, I'll add "Of Carrollton." [*Signs.*] Now they can't mistake me.
 DEL. FROM VIRGINIA: [*Signs.*]
 DEL. FROM NORTH CAROLINA: [*Signs.*]
 DEL. FROM SOUTH CAROLINA: [*Signs.*]
 DEL. FROM GEORGIA: [*Signs.*]
 J. HANCOCK: Delegate from New York, aren't you going to sign this? What good will it do to hold back when all the other delegates have signed? What could one colony accomplish by itself? Why not join us and share our fate?
 DEL. FROM N. YORK: Until we see the utility of the action, we do not feel justified in signing.
 DEL. FROM NEW JERSEY: Mr. Chairman.
 J. HANCOCK: Delegate from New Jersey.
 DEL. FROM N. JERSEY: There are crowds of people outside awaiting the report of this meeting. In order that they may not be kept in suspense any longer than necessary I move that we adjourn.
 DEL. FROM MASS. BAY: Mr. Chairman.
 J. HANCOCK: Delegate from Massachusetts Bay.
 DEL. FROM MASS. BAY: I second the motion.
 J. HANCOCK: It is moved and seconded that we adjourn and announce the glad news to the people. All in favor rise. [*All stand.*] The meeting stands adjourned.
 [*The recitation of the poem "Independence Bell," which may be found on page 5730 of "The Book of Knowledge," is an appropriate ending for this dramatization.*]

Practical Aids for the Teacher

The author of the best contribution to this department each month will receive a check for \$5.
Others will be paid at space rates.

Games for Primary Arithmetic

Sister M. Eucharia, S.S.J., A.B.

The four steps in the presentation of any game are:

1. The aim in the mind of the teacher.
2. The preparation or getting together of the materials, skill, and knowledge necessary.
3. The development of the game itself as the class watches the players and learns how to get into the game.
4. The application of the game by the children in original plays or in handling similar situations in real life.

N.B.—The aim in the mind of the teacher must be definite; she must know whether the game is for development, drill, or appreciation.

The purpose in every game is economy of time in learning and applying the fundamental arithmetical operations with accuracy and speed.

The teacher must also know the social information contained in a given activity and lead the children to initiate the game as a life play based on something in which they take an interest.

Place a large calendar in the room and each day call attention to the numbers indicating the date. After a few days the children will be able to tell what the date is. The calendar can be used incidentally to teach number symbols and counting to 31.

Home Observations

From day to day in informal visiting talk to the children about their homelife and habits, bringing out other number values in their home experiences.

Action Number Commands

The teacher writes on the board a command and the children read it silently and execute. Example: (1) Jump three times. (2) Hop four times. (3) Bow two times. (4) Tap eight times. (5) Turn around six times.

Teacher touches an object in the room and says "one," and bows to a child, who touches the same object and one more, and says, "One, two," and bows to a third who touches the two objects and one more, and says, "one, two, three," etc.

Desk Seatwork Done with Calendar Numbers

1. Lay large calendar numbers in serial order from 1 to 12 on desk. Lay corresponding numbers of seeds or small sticks.

2. Lay large calendar numbers on desk in descending order from 12 to 1.

Rapid Counting

Count rapidly from 9 to 36; from 20 to 40; from 30 to 50; from 25 to 55.

Bundling for Seatwork

Give each child 100 toothpicks and have them bundled into tens. Use these to count to 100 and backwards by 10.

Bundle into fives and count by fives to 100 and backwards.

Group Game

Group the children in two's. Touch one group and let them stand. Then touch another and another group until the entire room is standing in groups of two. Have a child pass from group to group saying, "Two, four, six, eight," etc.

Teacher may ask such questions as, "In 24 how many two's?" "In 14 how many two's?" etc.

Number Card Game, No. 1

For this game use cards with number symbols only. Each child holds a card. The first child holding the card for class inspection speaks the number thereon as, "I am eight." The children reply, "Yes, you are eight," or "No, you are not eight. You are nine." The teacher writes the number on the board as the correct one is given thus giving an opportunity for visualizing.

Number Card Game, No. 2

Distribute group number cards to the class. The teacher writes the numbers from 1 to 10 on the board in their serial order. The children pass to the front of the room and place their group cards on the blackboard ledge, under the corresponding number. When all are arranged and the children are taking a nap a mischievous fairy disarranges the cards. One child is selected by the class to rearrange them under the corresponding numbers.

Board Races

Write by two's from 12 to 36.

Write by three's from 2 to 32.

Write by four's from 3 to 35.

Write by five's from 5 to 100.

Write by sixes from 5 to 95.

Seeing Race

1. Put five numbers on the board in a vertical line and see how many can glance at the board an instant, then look the other way and tell what they saw.

2. Put six numbers on the board in a vertical line and see how many can glance at the board an instant and then put what they saw on paper.

Tell how much less the lower number is than the upper:

15	14	16	11	18	20
7	8	9	7	8	?
—	—	—	—	—	—

Fishpond

Cut paper fish 9 or 10 inches long; write or letter number combinations within. Scatter the fish on the floor and let the children play they are fishermen. Giving the correct combination catches the fish.

Christmas Stocking

Cut paper stockings from paper of all colors, being sure each has a mate. Make the stockings at least 6 inches long. Paste or stamp number combinations on each in such a way that each pair consists of two combinations that make the same number. The children find the mate to their stocking by color and by combination and pin them on the Christmas tree or mantelpiece. The group chooses a director who decides when the combination are equal.

Bean Bag

Divide a large pasteboard box into four compartments. Give each compartment a different value as five, ten, fifteen, twenty. Each child is given two throws at the box with the bean bags. Let one child keep score.

Sentences to Finish

Four weeks make _____.

Three feet make _____.

Three hundred and sixty-five days make _____.

Sixteen ounces make _____.

- Ten pennies make _____.
 Four quarters make _____.
 Two dimes and a nickel make _____.
 Twenty-five pennies make _____.

Blackboard Balloon Game

Draw a group of 10 or 12 balloons in colors on the blackboard. Write combinations in the balloons. The balloons should be about 8 inches in diameter to enable the children to see easily the numbers therein from any part of the room. Two contestants are chosen by the group. Each takes a pointer and when the leader calls a number tries to point first to the combination making that sum. Each correct combination won counts one score. The one scoring 10 first is the winner.

Dictated Seat Coin Work

Lay your paper coin on the desk so as to tell these stories:

- Four nickels and one nickel are _____.
 Five cents and five cents are _____.
 Three cents and two cents are _____.
 Seven cents and five cents are _____.
 One dime and five cents are _____.

Stepping-Stones Game

Teacher roughly sketches stones on the board a little distance apart and writes number combinations in each. Water may be sketched around them to represent a brook. The child crosses the brook by giving the correct answers. If he misses one he "falls into the water," and another child tries.

O-U-T Spells Out

Child in first seat turns to second child and gives a combination, as 4 and 9. Second child says 13 and turns to next child saying 13 and 2, and so on, around the room. A child who misses once gets O, a second time U, and the third time he is OUT.

Circus Game

Draw tight-rope on board with colored chalk. Write numbers at equal distances along it in mixed-up order from 1 to 12. Child walks rope by correctly giving the products, using any multiple the teacher may designate. If he hesitates or gives an incorrect answer he "falls off the rope," and another

child is given a chance. This game may be used for drill on the addition combinations, the child using the number given by teacher to add instead of multiplying.

Mousetrap

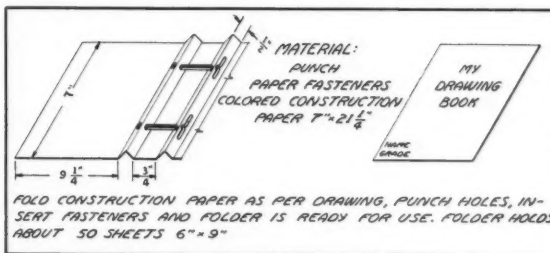
The group forms a circle. One child names two numbers and their sum. The next child names another number to be added to the sum of the first two given, and says the new sum. Continue rapidly around the room. Those who fail or do not rapidly respond step into the center of the ring and are "mice in the trap."

Combination Guessing Game

One child selects a number combination card and standing behind another says, "My sum is nine. Who am I?," holding the card up so that the class may see it. The child answers "You are 5 and 4." The class says, "No, it is not 5 and 4." The child says, "It is 6 and 3." The class replies, "Yes, it is 6 and 3." Only two guesses are permitted. If more trials are needed the class scores instead of the child. Change the leader several times.

Number Tower

Use the number 4, counting backwards from 20 to 0. Let a child record on the board when a block is removed from the tower. First build the tower from 1 to 20. Then remove blocks to count backwards.



A Drawing Portfolio. By Srs. M. Rita and Imelda, O.S.B.
 — By following the simple diagram and directions given above, the pupils can make a neat, serviceable portfolio for drawings or other schoolwork.

	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
FIRST WEEK						
SECOND WEEK						
THIRD WEEK						
FOURTH WEEK						

A September Drawing Schedule for Grades I to VI.—Srs. M. Rita and Imelda, O.S.B., St. Joseph's Convent, St. Marys, Pennsylvania.

Unit of Work on South America

Sister Hermenegilda, C.P.P.S.

(Seventh and Eighth Grades)

I. Objectives

A. *Teacher's general*: A more sympathetic understanding of our South American neighbors, thereby establishing more friendly relations and breaking down any possible prejudices.

B. *Teacher's specific*: To make possible for the child a broader and fuller life by giving him a knowledge of, and interest in, his Latin neighbors.

C. *Children's aim*: To learn many interesting facts about South America and to determine why the United States is interested in this continent.

II. Assimilative material

Interests of Big Business in the Resources of South America

A. Reasons for South America's wealth in natural resources:

1. Climatic conditions

- Torrid—rain, winds, location.
- Temperate—rain, winds, location.

2. Physical features

- Vegetation zones—Llanos, Selvas, Pampas.
- Mineral zones—mountain areas (mountain ranges, lakes, deserts), Island of Trinidad, Brazilian Highlands, Guiana Highlands.

B. Problems:

1. Why is the "big business" of the United States interested in South America?

2. Why is South America so rich in natural resources?

3. How have climatic conditions affected natural resources?

a) Torrid:

Why is the temperature in the equatorial and tropical regions uniformly high the year round?

Why is the rainfall in this region so variable? (winds).

Do you suppose South America would have the same seasons as United States? Why?

How is vegetation affected by these climatic conditions?

Is there any reason why we should be interested in this region?

Why have the people here made so little progress?

Why are the natives here of interest to the white man?

What would you ordinarily expect of the population of such a fertile area?

How can you account for the facts as found here?

How is it that a country larger than the United States has a population of about one third of the United States?

How can you account for the two large cities in this area?

b) Temperate:

How are the industries and products of the different countries of South America (temperate) influenced by rainfall, location, winds? Products—variety (forest, dairy, agriculture), quantity. Industries—(ranching, agriculture, manufacturing, commerce, transportation, exports, imports, communication).

Where are the largest cities of South America? Can you account for the location of each?

How does the population of temperate South America compare with the torrid regions? With the United States?

4. What physical features of South America have affected the natural resources?

a) In what manner have the mineral zones affected natural resources? (Discuss the yield.)

b) How have lakes contributed?

c) Why is Island of Trinidad important?

d) What value are the plateaus as yielders of minerals?

e) What are the values of the high plains in yielding resources?

5. Do you think that education could influence the yield of natural resources? Why? Does South America seem to realize this? Prove your answer?

C. Instructional material:

1. Visual Aids

Pictures from references, collections made by children, maps, Perry pictures, rotogravure section of newspapers, clippings from newspapers, geographies, railroad folders, magazines.

2. Materials

Newsprint paper, construction paper, crayons, cardboard (from X-ray films or other sources), salt and flour (colored with crepe paper, cake coloring, etc.), wrapping paper, lumber, glass, hammer, nails, etc.

D. References:

1. Teacher

Our World Today, Stull & Hatch, Allyn-Bacon.

Living Geography, Huntington, Benson, McMurtry, Macmillan Co.

The Americas, Atwood-Thomas, Ginn & Co.

How the World is Fed, How the World is Clothed, How the World is Housed, Carpenter, Frank G., American Book Co.

South America, Nellie B. Allen, Ginn & Co.

South America, Frank G. Carpenter, American Book Co.

2. Children

The above tests and the following: *Our American Neighbors*, I. O. Winslow, D. C. Heath & Co.

Stories of South America, E. C. Brooks, Johnson Publishing Co.

Peeps at Many Lands, E. A. Browne, Macmillan Co.

Great Rivers of World (pp. 59-73), W. S. Dakin, Macmillan Co.

Through the Brazilian Wilderness, Theodore Roosevelt, Scribners Sons.

Boy Hunters in Demerara, G. I. Hartley, Century Book Co.

Adrift on the Amazon, L. E. Miller, Scribner.

The Black Phantom, L. E. Miller, Scribner.

The Hidden People, L. E. Miller, Scribner.

In the Tiger's Lair, L. E. Miller, Scribner.

III. Teaching Procedure

A. *Motivation*: Study of pictures indicating interest of the United States in South America. Initiate the unit by introducing the problem:

Do you think that all the people of the United States are so greatly interested in South America? (No, business men only.)

Why are big business men interested? (Resources.)

B. *Assignment*: After the problem has been assigned and set up, the pages from the text are given. Read: *New World*, McMurtry-Parkins, pages 250-281.

Sections are handled by an introduction of problems (old) followed by pretest. Then follows a discussion of the immediate problem. Lastly the new problem is decided upon and follow-up work is given.

C. Learning Types Used:

1. Interest—(a) Collective, (b) Problem solving.

2. Doctrine of Apperception.

3. Doctrine of self-activity.

IV. Pupil Activities

A. Plan and organize an imaginary trip to: a coffee plantation, a rubber forest and plantation, a cattle ranch.

A committee will select the best Journey Guide. This will be used by the class.

B. South America is a land of natural curiosities. Using the following classified list, find as many things as you can that can be put under each class. Remember they should be curiosities. A committee of pupils will tabulate these and we shall have reports in class. If you can accompany your report with a picture or specimen, do so.

Plants	Animals	Trees	A workman	Reptiles
Birds	People	Minerals	Boats	Clothes of people

C. Keep a diary of your imaginary journeys. Put down the most interesting features.

D. Write a letter to a friend telling him of one of your visits. Pretend that you are actually in South America.

E. Prepare souvenir cards for your friends. Imagine that you are sending them from some point of interest in South America.

F. Write business letters asking for the following information: Romance of Rubber, Story of Coffee.

G. Maps:

1. Salt map showing physical features and products.
2. Sketch maps to show:

Rainfall	Mountains	Cities
Temperature	Population	Countries
Winds	Products	Islands
Rivers	Animals	Lakes, Seas, Gulfs
Vegetation Zones	Temperature Zones	

H. Make bar graphs comparing South America with other continents in the production of: Corn, wheat, coffee, rubber, sheep, cattle.

I. Make a collection of pictures of South America. Mount them for the class file. Write a legend about each picture. Pretend that you really took the picture while visiting in South America. Give results to class.

J. Prepare a talkie picture for the class.

K. Make a collection of clippings relating to South America.

L. Make shelves for a museum. In it we shall put all trophies which we shall collect.

V. Outcomes

A. English:

- (1) Practice in letter writing — (friendly business).
- (2) Practice in writing a diary. (3) Composition writing. (4) Correct spelling.

B. Literature:

- (1) Reading stories relating to South America. (2) Reading poems, (3) Interpretation of the various types of other literature connected with this study.

C. Art:

- (1) Map drawing, (2) Modelling maps, (3) Mounting pictures, (4) Use of pleasing color combinations, (5) Graphs.

D. Arithmetic:

- (1) Accurate measurement of boards, cards, posters, (2) Estimating distances, etc. (3) Use of scale of miles, etc.

VI. Results of Method

- A. Training in correct and straight thinking.
- B. Teaches organization of material.
- C. Manipulation of material.
- D. Correct study habits.
- E. Encourages initiative.
- F. Makes for individuality.
- G. Provides for self-activity.

Preparation for First-Grade Reading

Sister M. Pascal, O.S.F., A.M.

Fortunate indeed is the man, woman, or child who has acquired a lasting taste for reading. It is the key to all the knowledge and culture of the ages. No other accomplishment affords a greater or more profitable means of spending leisure hours. Good reading has been the inspiration of great and magnanimous deeds, the records of which on the printed page have elevated the ideals of the young and the old of all times. It offers consolation to the afflicted, strength to the weak, and light to the blind. Who can estimate the number of the great army of souls who have been led to the knowledge of God by reading a good book?

The elementary school is responsible in large measure for the development of this accomplishment. Upon the first-grade teacher devolves the duty of laying the foundation of fluent, intelligent, thoughtful reading. Failure in this may result in failure in all. In no other subject is specific training so important for the teacher. Of course, practice in teaching beginners under proper supervision is the ideal preparation for first-grade teachers; this training is not always possible even in the

best teacher-training schools, but a knowledge of successfully tried methods of procedure is within the reach of all.

To begin with, certain preparatory steps will be found necessary for the effective teaching of formal reading to beginners. If a child has had kindergarten training, these steps may be, in most cases, omitted, and formal reading taken up at once. If there has been no pre-school training such as the kindergarten offers, the omission must, by all means, be supplied by the first-grade teacher.

The preliminary steps usually necessary for formal reading may be summed up as follows: (1) Building concepts. (2) Developing ability to speak. (3) Arousing interest in reading. (4) Informal reading. (5) Training to think. (6) Enunciation. A few practical suggestions as to how each of the above may be effectually carried out will be helpful to the inexperienced first-grade teacher.

Building Concepts

No child becomes interested in reading unless through experience gained either at home or at school. The experience of the child must be widened and enriched to the degree that he will not be a stranger in the new lands into which formal reading is soon to lead him. If the content of the reading lesson does not fall within the limits of the child's experience, it will mean no more than words to him. Such experience may be gained, first, by excursions to farms, parks, markets, greenhouse, flower shops, or other interesting places in the vicinity, according to the following simple procedure:

1. *Introduction:* Arouse interest in the excursion by talks, pictures, plans.

2. *Preparation:* Obtain information as regards distance, permission of proprietors. Ask one or more mothers to assist if street cars or other conveyance is necessary.

3. *At Destination:* Point out purpose of unit; give names of objects; encourage questions.

4. *Departure:* Thanks to proprietors or guides by teacher and pupils.

5. *Follow-up procedure:* Oral discussion; care of any material obtained. Encourage pupils to talk freely and to share the home experiences of one another. Some will have come from homes of the better class; their conversation will help those less fortunate. Another method is the playing of games with a view to building clear conceptions of such abstract virtues as, courage, honesty, fair play, and kindness.

Developing Ability to Speak

Children are often timid. Encourage them to talk freely in sentences about their brothers, their sisters, their pets. Help them by supplying the correct word when necessary. Have at hand a list of the words to be taught in the first grade and use them often in the presence of the children. Get them to use them whenever possible. Teach them to talk in sentences. Sentences are necessary as well as words. A child learns sentences best by imitation, the means by which a large part of his early education is gained. A teacher speaks a sentence and the child repeats it. For example, "Harry, what is your baby sister's name?" "Betty," answers Harry. The teacher then says, "My baby sister's name is Betty," and Harry repeats it. The teacher then asks, "And what is your name? your dog's name? my name?" Each time she waits for the answer in a complete sentence.

Arousing Interest in Reading

We do those things best which we desire to do. Get the beginner interested in learning to read. Show him books containing illustrations in color — illustrations that picture different phases of human experience. Have a reading table in the classroom, even if it must be a homemade one, on which attractive books are placed. Not many (six or eight), and among them may be one or more scrapbooks, made by pasting pic-

tures on sheets of heavy manila paper, neatly bound together. Allow the children to use those books when they have completed assigned tasks. They will look at the pictures and try to make out what the story says. Often they will bring the book to you and ask you to read the story; their curiosity had been aroused. Read the story while they look on. Notice the longing look in their little faces; they are wishing they could read those lovely stories.

Informal Reading

By informal reading is meant the mastery of words by the beginner who, without being conscious that he is learning to read, associates the symbol with the object. On your excursions, point out "Stop-and-Go" signs, store signs; and familiar advertisements. Decorate your room with pictures under which a very few words tell the story, "Lamb's Playing," "Children Roller-Skating," "Can You Talk?" Label the paste, the scissors, the lockers; place the children's names under their hooks in the cloakroom; write greetings on the blackboard, "Good morning, Sister." This method of tying words to symbols is natural for children. Many of us remember having mastered a number of words in this informal manner, even before entering school. We read "Charter Oak" on the kitchen range and "Singer" or "New Home" on Mother's sewing machine.

Training to Think

Reading is thought getting. Preparation for reading must include training to think independently. Give the child problems to solve. Make sure that they are problems that interest him—that he wants to solve.

In March, a group of first-grade pupils was given a problem which I shall call, "Making a Rabbit Pen." A baby rabbit which had previously been used in the high school for laboratory purposes was presented to the first grade. A problem arose—building a pen for the new pet. The teacher wisely allowed the pupils to solve it. Several suggestions were made:

1. It must be indoors as it was still too cold outside.
2. What material shall be used? Building blocks were tried but failed to hold Bunny in.
3. A box was found in the basement, but how would Bunny go in and out?
4. Paul offered to take him out for a walk through the top every day, and the box was used.

Enunciation

Teachers should be careful to speak distinctly themselves and insist that pupils do the same, from the beginning. The ending "ing" will need attention in nine out of ten cases. A little extra work on this at the start, will save time in the phonics period later on.

As to the time to be given to this preparation for formal reading: Some say two weeks; some, more. The wise teacher will begin formal reading only when the above procedure, or some other successfully tried method, has been accomplished to her satisfaction.

A Physics Project

Sister Marie de Lourdes, M.H.S.

In order to enliven, as well as to instruct and interest a physics class composed mostly of girls who found the subject rather difficult, I had recourse to booklet making as a project.

I. The Booklet of Scientists

Early in the year we made a list of noted men to be studied, beginning with Galileo, and including men and women of today. A certain number of weeks was allowed, and one period a week was given over to supervised library work and oral discussion. This prevented mere reference-book copying which would have been useless.

Pictures of the majority of the scientists were procured and

pasted at the beginning of the write-up. At the end of the life was a list of carefully formulated questions which were used at a recitation period. The English teacher and the commercial teacher both cooperated and gave credit for composition work and for typing. Credit was also given for artistic cover designs.

II. The Booklets on Magnets

This included drawings such as, the natural magnets, the commercial magnets, the magnetic fields, illustration of magnetic strength. Each drawing was accompanied by an appropriate write-up. At the end of the booklet were true-false and completion tests composed by the pupils and exchanged in class. The cover designs showed much originality; the lettering, border, etc., of one, being formed of positive and negative signs.

III. The Color Booklet

This booklet included drawings of the rays through a prism, color disks of primary and complementary colors, much interesting material about wave length and the solar spectrum. The cover designs were done in water colors or crayon.

IV. The Radio Booklet

Our last booklet was on the radio with themes on such subjects as, what the radio has done for the advance of religion, science, education, the rural sections, and our country at large.

A diagram was drawn of parts of the radio.

The results of this project were most satisfactory, much knowledge being absorbed with little or no effort.

Christian Doctrine Competition

Last year His Eminence Cardinal Hayes instituted a Christian Doctrine Competition for the pupils of the eighth grade in the parochial schools of the Archdiocese of New York.

A preliminary test is given to all the eighth-grade pupils in each school. Each school obtaining a general average of 80 per cent is entitled to send a boy and a girl to compete for the prizes in the final test.

In May, 1934, all but two schools of the archdiocese sent delegates to the final competition. The 438 delegates met at five centers at each of which a Priest, Sister, or Brother representing the archdiocese conducted the final examination.

The grand prize, the Cardinal's silver loving cup, was won for the Cathedral School by Thomas Kearns, who received personally the first gold-medal prize for boys. The first-prize gold medal for the girls was won by Jane Delaney of Our Lady of Mercy School, Fordham. The second-prize silver medal for boys was awarded to William Reisig, of St. Peter's School, New Brighton, S. I., and that for girls to Rita M. Curran, of Our Lady of Good Counsel School, Tompkinsville, S. I.

The Preliminary Test

The preliminary test was as follows: The numbers in parentheses indicate the score for a perfect answer to each question.

Group I (Answer Question 1 and Three Others)

1. Define five of the following: The Church; The Mass; Prayer; Holy Eucharist; Extreme Unction; Confession; Purgatory. (20)
2. Would you swear to a lie to save a friend from prison? Explain. (10)
3. How can we satisfy God for the temporal punishment due to sin? (10)
4. (a) What is meant by a firm purpose to sin no more? (b) What is meant by near occasion of sin? (10)
5. (a) Recently, His Eminence the Cardinal, ordered a crusade against bad books and magazines. Why? (b) What can you do to help in this crusade? (10)
6. What is meant by (a) dispensation from banns? (b) Papal infallibility? (10)

Group II (Answer One Question)

7. (a) Name the chief leader of the Protestant Reformation in Germany, in England, in Scotland. (6) (b) Name one false teaching of the Reformation. (4) (10)

8. Give two reasons why the Church was persecuted in the early days by the Roman State. (10)

Group III (Answer Three Questions)

9. Tell the meaning of two of these feasts in the Church year: Corpus Christi; Palm Sunday; Pentecost. (10)

10. Why is Easter considered the greatest feast of the Church? (10)

11. Name the chief parts of the Mass. (4) Describe the ceremonies attending one of these parts. (6) (10)

12. Write in the words that have been omitted in the following sentences taken from the Gospels: (10)

"Amen I say to thee, this day thou shalt be with Me in (St. Luke xxiii. 43).

"My God, My God, why hast Thou (St. Matthew xxvii. 46).

"Father,, for they know not what they do" (St. Luke xxiii. 34).

"I am the living which came down from heaven" (St. John vi. 41).

"Blessed are the in spirit; for theirs is the (St. Matthew v. 3).

Group IV (Answer One Question)

13. In connection with the Archdiocese of New York, name: (a) the first Cardinal; (b) the present Cardinal; (c) the new Auxiliary Bishop; (d) a charitable organization; (e) a mission society.

14. (a) Why are you urged to read papers like *The Catholic News*, *The Young Catholic Messenger*, *The Sunday Companion*? (b) Mention why some feature of one of these papers appeals to you. (10)

The Final Test

Group I (Answer on this paper)

1. An unbaptized baby is dying. You are present; the child's parents are present. It is impossible to reach a priest or anyone else.

Should the baby's father baptize? Why?

Should the mother baptize? Why?

Should you baptize? Why?

Should the person who baptizes in this case use Holy Water?

If the baby died before being baptized could it get to heaven? Why?

If the baby lived after this baptism should it be taken to Church? Why?

Write the words of baptism.

2. Put an X before the expression that best explains each word: Catechumen: a person who teaches catechism; a person preparing for baptism; an early Christian; a dweller in the catacombs.

Paraclete: a name for heaven; an Old Testament prophet; a name for the Holy Spirit; garden in which Adam and Eve lived.

Messias: the promised Savior; the book used in the Mass; one of the Apostles elected after the Resurrection; successor of Elias.

3. Complete the blanks:

"Many are called but few are"

"The standing afar off would not so much as lift up his eyes toward heaven; but struck his breast saying: O God, be merciful to me a"

"Seek ye first the of God and His justice and all these things shall be added unto you."

"Go ye into the whole world and preach the Gospel to every creature. He that and is baptized shall be saved."

"So I say to you there shall be joy before the angels of God upon one sinner"

4. Put an X before the best answer:

"And thy own soul a sword shall pierce that out of many hearts thoughts shall be revealed."

These words refer to St. Paul; These words were spoken to King Herod; These words were spoken to Our Lady; These words refer to St. Peter.

5. I.N.R.I. stands for

IHS stands for

Cardinal Hayes lives at 452 Madison Ave. How would you address an envelope to him?

6. Cross out the wrong items.

The Holy Days of Obligation in the United States are: Immaculate Conception; Thanksgiving Day; Christmas; Circumcision of Our Lord; Ascension of Our Lord; Good Friday; Assumption of the Blessed Virgin; All Souls' Day; All Saints' Day.

7. A man whose life is very sinful keeps putting off Confession. He knows he should go but tells himself that there will be time enough "next month." What sin does he thus commit?

Group II (Answer all Questions. Use stationery provided by examiners)

1. Write the Apostles' Creed.

2. Define *Extreme Unction*.

What is meant by the word *extreme* in this definition?

What is meant by the word *unction*?

3. A man forgot to tell a serious sin in confession. He is now in his home just across the street from the church. Must he go back right away to confession? Give a reason.

4. A Catholic may marry his second cousin without a dispensation. Is this statement true? Why?

5. What penalty is inflicted upon Catholics who are married before a minister of another religion?

6. A child about to go to Holy Communion eats a small piece of candy. He goes to confession immediately. May he then receive Holy Communion? Give a reason for your answer.

7. A man who had been taking instructions to enter the Catholic Church accidentally shoots himself while hunting. He is alone and fears he will die before help comes. He has a canteen of water attached to his belt. What should he do?

8. A man is found dead in bed. The ambulance doctor writes out a death certificate. Should the priest be called now? Give a reason for your answer.

9. A boy took a dollar from his mother. Next morning he felt ashamed of himself and put the dollar back. Did he commit a sin? Explain your answer.

10. Do you know when to use each of these expressions?

Blessed Sacrament; *Holy Communion*; *Viaticum*; *Holy Eucharist*. Write sentences to illustrate.

11. Use the Gospel story suggested by this picture to show why some persons do not profit by the Word of God. (Here is shown a picture of *The Sower*.)

GOD'S GIFT



OF TREES

A Booklet Cover, by a School Sister of Notre Dame.
— Trees are always interesting subjects for making effective silhouettes, theme illustrations, etc.

New Books of Value to Teachers

Crucifying Christ in Our Colleges

By Dan Gilbert. Paper, 260 pp. \$1.25. Sold by the author, 2595 N. Beachwood Drive, Los Angeles, Calif.

In this volume, the author presents in the form of statements made by collaborators, the nature and effects on the students of the teaching of philosophy, biology, evolution, psychology, etc., as taught in state colleges. That the effects are devastating and disastrous to faith and morals, is known to the initiated; but how many Catholic parents, especially the wealthy and prominent, have an idea of the corruption found on the campus of our modern state institutions? Mr. Gilbert enlightens them in powerful language, but his excusable indignation led him to transgress the boundary of propriety in expressions and the description of some situations. This is unfortunate, because it makes the book less recommendable to our Catholic youth. Teachers, however, especially those intrusted with educational guidance, ought to read it. It will furnish them some good material to enlighten graduates and their parents. On the first of May, a Communist parade including some 16,000 young men and women, passed the residence of the present reviewer. By such fruits you may know the Alma Mater. — *K. J. H.*

Grammar for Speaking and Writing

By Kenneth Beal. Cloth, 506 pp. \$1.40. Harcourt, Brace and Company, New York City.

If you are not satisfied with the results of your classes in English, we think that this book points the way to improvement. It is a complete grammar written in a fresh, breezy style suited to the eighth grade or to the high school. An examination of *Grammar for Speaking and Writing* will convince many teachers that it is good pedagogy as well as sound logic to begin the junior-high-school study of composition with a study of the sentence rather than of the paragraph or the theme.

The author has been remarkably successful in illustrating the functions of parts of speech by such apt comparisons as considering words the actors each with its own definite part to play in the sentence, or as constructing the sentence in the same manner that a carpenter constructs a piece of furniture or a house. These comparisons are not overdrawn and are not dwelt upon to the point of distracting the student from the topic under discussion.

The organization of subject matter, too, is well handled. The units for study represent the common simple classifications of sentences and their parts which have already become more or less familiar to the student. Each unit is followed by a series of tests and exercises with definite references to sections of the preceding explanations and definitions. These tests and exercises constitute about 60 per cent of the book. A complete index adds much to the usefulness of the book.

In addition to its primary function as a textbook for a course in sentence structure, the foundation of all speaking and writing, this book will be found admirable for ready reference. A grammar is as indispensable as a dictionary to the student of composition. — *E. W. R.*

Logic: Deductive and Inductive

By Thomas Crumley, C.S.C. New and revised edition. Cloth, 442 pp. The Macmillan Company, New York City.

The title of this book indicates its scope and purpose. It is an exposition of logic, based on Aristotle and the Schoolmen, and brought up to date by taking into account the various developments in this department of philosophy by the research work of modern science.

The book is divided into two major parts: deduction and induction. In deduction, the author treats of the ideas, judgments, and syllogisms in their traditional forms. In naming the first part "deduction," he has stretched the term considerably, and it would seem, unwarrantably. Deduction is usually considered to be a method of inference, and ideas and judgments are not inferences but the materials of inference; as such they play the same rôle in induction as they do in deduction. The syllogism is properly the expression of deductive reasoning.

The author's treatment of induction is quite comprehensive. Causality, uniformity of nature, truth and certainty, opinion and probability, observation, analogy, hypothesis, rules of induction, statistics—all receive a full share of attention. It gives the reader

a reasonably complete exposition of the philosophic basis of scientific method.

The author's presentation is brisk and lucid. His facile pen has clothed this rather difficult and obtruse subject in an agreeable and easy-flowing style, avoiding to a great extent the complicated language of the professional logician without becoming shallow and superficial. While the book may be found too difficult for undergraduates, it should prove a valuable text for college work and individual reading. The changes in this revised edition are minor in character and leave the original work practically intact. It is unfortunate that the typographical slip, containing a duplication of the last line on page 407 and of the first line on page 408, went unnoticed in the revision. For the sake of the student one would wish to see concrete examples of syllogisms, to illustrate the various moods pertaining to the four syllogistic figures (pp. 205-208).

All in all, the author has given a well-rounded survey of the field in a truly scholarly fashion, and the result is a creditable and commendable piece of work, fit for earnest perusal by professor and student. It deserves success. — *C. M. B.*

From Dante to Jeanne D'Arc

By Katherine Brégy. Cloth, 138 pp. \$1.75. The Bruce Publishing Company, Milwaukee, Wis.

"Adventures in Medieval Life and Letters" is the descriptive subtitle of this book which consists of eight carefully chosen essays; namely, Dante's Dream of Life; When Romance Met Religion; The Legend of the Holy Grail; Tristram, Perennial Hero of Romance; The Lady Anchoress; A Medieval Worlde; Eleanor of Aquitaine; The Pilgrims Progress and Some Pre-Reformation Allegories; Jeanne D'Arc the Sunset of the Middle Ages—The Dawn of Modernity. The essay on Dante won the John S. Leahy prize in 1927 and appeared at the time in *The Commonwealth*.

The collection fulfills the promise of the subtitle. The essays are "adventures" and studies that throw light upon medieval life and literature. They are all done in Miss Brégy's characteristic scholarly style. The essay on Jeanne D'Arc will appeal to readers of all ages and stations of life from high-school students to scholars. Some of the others are a bit too mature to be easy reading for devotees of the modern short story, but all will be welcomed enthusiastically by students of history and literature, especially by those who are seeking light on the spirit of the Middle Ages and on medieval influence upon the literature of all time. We recommend the book especially to teachers of history and literature. It should have a place in every college library. — *E. W. R.*

Strayer-Upton Practical Arithmetics

By George D. Strayer and Clifford B. Upton. Three-book series for third to eighth grades. American Book Company, New York City.

These books are well named *Practical Arithmetics*. Their subject matter, organization, and methods of presentation are evidence that they are compiled by practical teachers and that the material has been tested by actual use in the classroom.

The approach to each subject has been put into language that the pupil can understand, and the illustrations are from simple life situations. We note in this connection especially that new processes are introduced by concrete problems after which follow a generous number of abstract problems for practice. Checking of solutions by the student himself is emphasized.

In Book I the authors have been especially successful in presenting methods of estimating the quotient figures in long division. Long division taught by the methods used here should be practically free from wasteful guesswork.

The diagnostic tests with page references for locating remedial material are a valuable feature of the series. Provision is also made for various other kinds of tests used in modern teaching.

75 Years of Service

A historical sketch of Saint Michael's College. Cloth, 140 pp., illustrated. \$1.50. Published by Saint Michael's College, Santa Fe, New Mexico.

When in November, 1910, delegates met in Santa Fe to form a constitution for New Mexico in preparation for statehood.

(Continued on page 12A)



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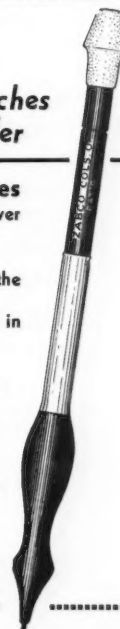
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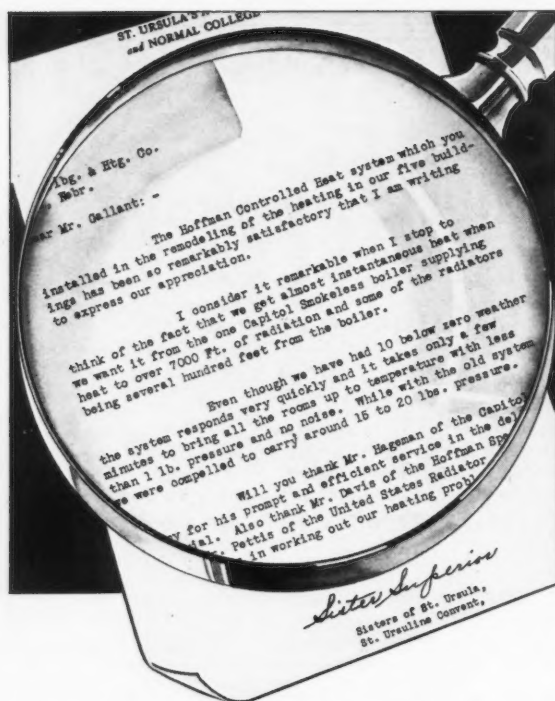
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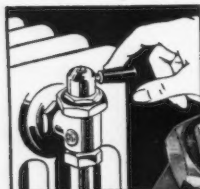
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New Books

(Continued from page 210)

22 of these delegates, more than 20 per cent of the convention, were found to have received their higher education at Saint Michael's College. Practically every public office in the territory and the state has been held at one time or another by a former student of this college. The first superintendent of public instruction of the territory, in 1891, was an alumnus of Saint Michael's. His constant adviser was Brother Botolph, president of the college and himself a member of the first territorial board of education and, at one time, county superintendent of schools of Santa Fe County.

Through the efforts of Archbishop Lamy the Brothers of the Christian Schools began their work in an adobe structure in 1859. From then till now they have taken a leading part in education in the Southwest. The story of their trials, labors, and success as told in this diamond-jubilee memorial are of absorbing interest, especially to the student of Catholic history. Future historians of Catholic education in the United States will make use of the facts so well narrated in this book and will find therein also suggestions regarding sources of further research.

Graded Objectives for Teaching Good American Speech

By Sophie A. Pray and others. Cloth, 98 pp. E. P. Dutton and Company, New York City.

The publisher's announcement states that this book was prepared by experts in classroom work, under the direction of consultants like Professor William Tilly, of Columbia University. "While intended primarily for improving the speech of the 'average' boy and girl, it also affords valuable material for the treatment of speech defects. . . . It is especially helpful in the correction of foreign accent."

The book is intended for teachers who already have a knowledge of phonetics. It outlines units of study which may begin in the primary grades, but should be mastered even by college students if they have not done so earlier.

The uninitiated will fail to understand why phoneticians have found it necessary to invent the elaborate set of symbols for sound notation, which must be mastered in order to study or even to read these lessons.

Secret of the Dark House

By Frances V. Young. Cloth, 211 pp., 50 cents. Cupples and Leon Company, New York.

Time was when a girl's book was just so much "sweetness and light" bound between two covers. But a new day has come, a better day, when "action" is not a boy's prerogative.

The present book is in the new manner. It is the story of a schoolgirl, Jean, who has become so interested in detective stories that she actually does a bit of sleuthing herself. Before she has solved the secret of the dark house she has a number of thrilling experiences and succeeds in entangling several other persons in the problem. The answer to the mystery was not what she thought it would be but it was an interesting answer all the same.

The book is good and wholesome, but the girls may have difficulty in keeping it away from their brother and his friends, long enough to read it themselves.

Religion: Doctrine and Practice

By Francis B. Cassilly, S.J. Cloth, 535 pp., \$1.60. Loyola University Press, Chicago, Ill.

This is the tenth edition of a work first published in 1926. The text presents a thorough and understandable synthesis of doctrine and practice. Each problem is discussed fully in all its aspects, theoretical and practical. Recent developments in the line of Catholic Action and liturgical revival are given their proper place. Each section is followed by a usable set of exercises and questions.

Teachers will find this a most helpful book for high-school religion, summing up and applying, as it does, all the Christian doctrine studied in the grades.

Exploring the World of Science

By Charles H. Lake, Henry P. Harley, and Louis E. Welton. Cloth, 702 pp., illustrated. \$1.76. Silver, Burdett and Company, Newark, N. J.

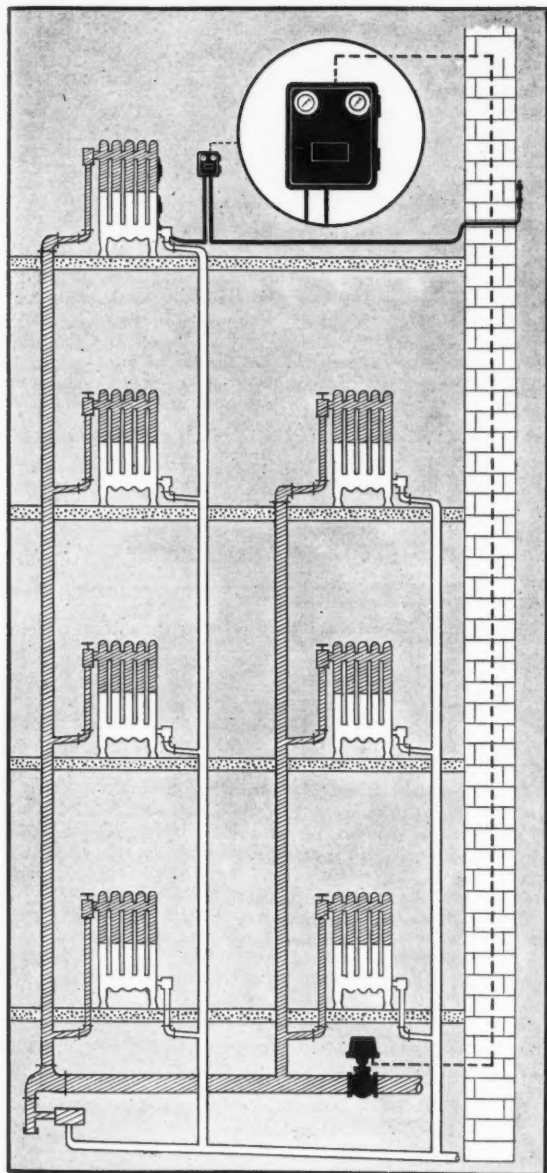
This is a well-organized textbook in general science for high-school use. It utilizes modern devices of motivation, teaching, and testing. The "exploring" stories at the beginning of each unit

(Continued on page 14A)

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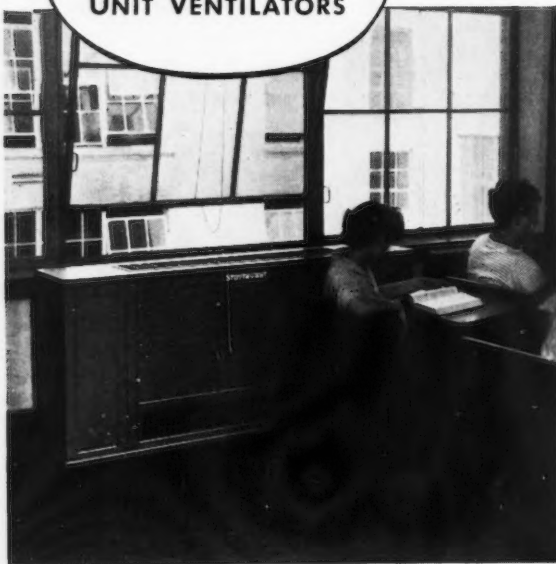
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HEATING, VENTILATING AND



AIR CONDITIONING EQUIPMENT

(Continued from page 12A)

with a few leading questions excite the pupil's curiosity and give him a background for an experimental study of the section. Tests and exercises and a bibliography follow each unit.

The sixteen units deal with: atmosphere, sound, water, weather and climate, the universe, soil, elements, forces, machines, heat, light, electricity, plants, animals, the human body, and health.

The Copyreader's Workshop

By H. F. Harrington and R. E. Wolseley. Paper, 341 pp., illustrated. \$1.32. D. C. Heath and Company, Boston, Mass.

The Copyreader's Workshop is a combined textbook and workbook for high-school students of newspaper editing and for editors of school publications. It may be described further as a practical handbook for the preparation of newspaper copy for the printer and for proofreading and page make-up.

The book covers all the situations that may arise in editing a school paper and solves them exactly as they would be solved in a commercial newspaper office.

This would be a practical textbook for any class or group of students who are preparing to publish a school paper. It would also be an excellent supplementary textbook for any class in English composition.

The Jingle Book for Speech Correction

By Alice L. Wood. Cloth, 187 pp. E. P. Dutton and Company, New York City.

The author, a special teacher of speech in the public schools of New York City, has developed these practical lessons in speech correction from her own experience with all types of children.

The first part of the book analyzes the various speech defects, discusses their treatment, and assigns exercises from the jingles which form the second and greater part of the book.

This is just the book that teachers and parents need. The exercises are very practical and will be enjoyed by the children.

Modern Biography

Edited by Marietta A. Hyde. (Rev. Ed.) Cloth, 295 pp. \$1.12. Harcourt, Brace and Company, New York City.

The purpose and the method of this collection for use in high schools are praiseworthy; namely, to stimulate an interest in the more solid kind of literature during school days, an interest which will carry over into later life. There are 24 selections from modern

biographies, many of them autobiographical, each with an introduction giving the necessary background for an understanding of the selection and pointing out briefly its outstanding literary characteristics. There is also a general introduction of nine pages to prepare the student for an appreciation of biography.

Many of the selections in this collection deserve the highest commendation; for example, the ones from Hamlin Garland, Lincoln Steffens, Holmes (on Louis Pasteur), Flynn (on Rockefeller), etc. Others are not in good taste. The selection on George Washington is certainly undesirable. The one on Andrew Jackson is an idealization of his love for his wife, whom the editor states was a divorced woman. The selection about "A Labrador Doctor" contains one reference that should have barred it from the collection.

Philosophy of Science

By Rev. Fulton J. Sheen. Cloth, 224 pp. \$2.75. The Bruce Publishing Company, Milwaukee, Wis.

"The obvious purpose of the book," says Father Husslein, the general editor of the Science and Culture Series, "is to bring about a more intelligent understanding between modern science and Scholastic philosophy, to indicate the proper field of each, and the error. The principle of this: 'A science with a more universal object and principle may be applied to a lower science, as mathematics to music. But a science with a more restricted object may not apply its principles to a higher science.'"

In discussing the relations between philosophy and science, Doctor Sheen calls attention to a fundamental principle of thinking, the neglect of which is at the root of a vast amount of modern possibilities of a harmonious and effective cooperation for the utmost promotion of truth throughout the world."

Thus, a book of this type has a very important place in the Science and Culture Series, of which it is the latest publication. It will help to preserve us from the childlike simplicity of accepting the results of scientific investigations as a metaphysical view of the universe.

Evolution of Newman's Conception of Faith

By Rev. John A. Elbert, S.M., Ph.D. Cloth, 110 pp. \$1.50. The Dolphin Press, Philadelphia, Pa.

In this year, the centennial year of the beginning of the Oxford

(Concluded on page 16A)



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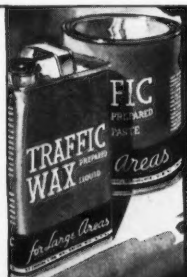
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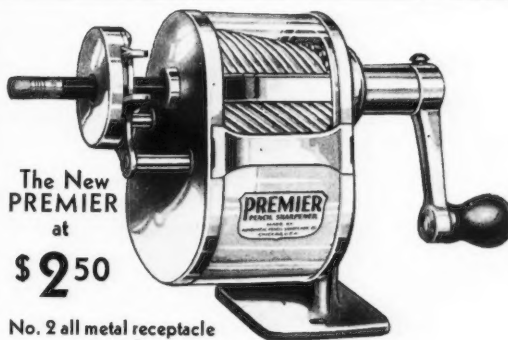
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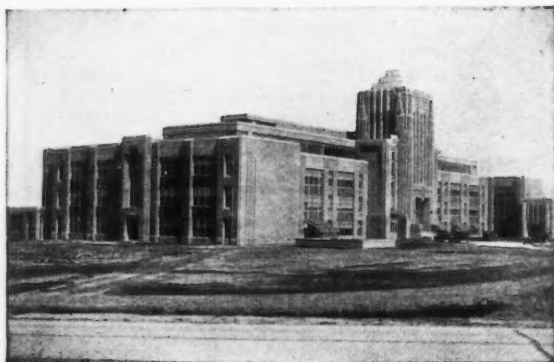
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(Concluded from page 14A)

Movement, any work dealing with Cardinal Newman is of particular interest, and especially any work which will throw more light upon the motives which brought Newman into the Church.

To the examination of Newman's conception of faith, Father Elbert brings his characteristic thoroughness. He takes his testimony from Newman's own sermons, the University Sermons, and from some of his other works produced before his conversion. He shows that these conceptions, at first somewhat confused and disposed to accept the preliminaries of faith for faith itself, evolved into a clear idea of faith as "an absolute acceptance of the Divine Word with an internal assent, in opposition to the informations, if such, of sight and reason."

The book should have a clear appeal for all students of Newman. **The Lennes Essentials of Arithmetic**

By N. J. Lennes and L. R. Thaver. Six books for grades three to eight. Paper, 160 pp., 8½ x 10½. Each book, 44 cents. Laidlaw Brothers, Chicago, Ill.

These combination textbooks and workbooks supply a complete, practical, well-graded course in arithmetic. Instruction material is placed on the inner one third of the page. The remaining two thirds of the page contains problems with space for computation and answers. This part of the page is to be detached from the book after use. A pupil's score card accompanies each book and the pupil keeps his own score according to simple directions.

The modern tendency in educational methods is to eliminate waste of time in copying problems and exercises. The combination of a textbook and workbook adds still more to this economy and efficiency. In these books, the exercises are on the same page as the explanation of the process. Each page is a complete unit of work.

Plane Trigonometry

By Aaron Freilich, Henry H. Shanholt, and Joseph P. McCormack. Cloth, 303 pp., illustrated. \$1.32. Silver, Burdett and Company, Newark, N. J.

This is certainly not merely a marvelous improvement over the texts in trigonometry available a generation ago; it is a textbook that will make the subject attractive to, and not at all beyond the ability of, a high-school student.

The authors who are experienced high-school teachers, by simplicity of language, application to real problems within the student's comprehension, and proper sequence in developing phases, have supplied the means whereby trigonometry may come to be considered the most attractive and most practical branch of high-school mathematics.

The Four Temperaments in Children

By Bernhard Hellwig. Cloth, 84 pp. 80 cents. The Bruce Publishing Company, Milwaukee, Wis.

This translation from the German gives some valuable hints to teachers and parents on dealing with children of different temperaments. The temperaments are the old classification of sanguine, choleric, melancholic, and phlegmatic. These classifications are just as satisfactory today as they were in ancient times, and the advice based upon them is just as important now as it ever was.

Annuario — Università Cattolica Del Sacro Cuore

Milan, Italy. A catalog and annual report. It includes also the catalog of the Superior Training School for Teachers.

The Living Moon

A one-act health play, advocating the use of milk as a preventive of pellagra. Free to teachers from the Evaporated Milk Association, 203 N. Wabash Ave., Chicago, Ill.

Shop Management in Rural High Schools

By Louis M. Roehl. Cloth, 96 pp., illustrated. \$1. The Bruce Publishing Company, Milwaukee, Wis.

One Year of the AAA; The Record Reviewed

An eight-page pamphlet published by the U. S. Department of Agriculture.

The Educational Method of the Eucharistic Crusade

By Rev. Edward Poppe. Paper, 48 pp. Published by The Eucharistic Crusade, St. Norbert Abbey, West De Pere, Wis. This brief handbook suggests the theological principles and the pedagogical practices which are to be combined for developing in children the practice of frequent Communion and the spirit of prayer to the Holy Eucharist.

Guide to the Franciscan Monastery, Washington, D. C.

Paper, 160 pp. 30 cents. Published by the Commissariat of the Holy Land, Washington, D. C. This book tells the story of the Franciscan Monastery Memorial Church near the city of Washington, and describes its various chapels, altars, grottoes, etc. Final chapters describe the work of the Franciscans in Europe and America and particularly their special work in Palestine. The book is adequately illustrated.

What is the NRA?

Compiled under the direction of Charles F. Horner. Paper, 34 pp. 5 cents. Government Printing Office, Washington, D. C. Contains an explanation and history of the NRA; Suggestions for Community Forums on the NRA; An Outline for Adult Study Clubs; Text of Title I of the NRA.

Of Interest to Buyers

THE ZABCO PENCIL

Teachers who have used the Zaner-Bloser Finger-Fitting Penholder will welcome the announcement of the Zabco Pencil. The new pencil has the same finger-fit tip as the penholder. It is well balanced, the mechanism is very simple, and there is an excellent slip-on eraser. It is always sharp and the length of the lead is



easily adjusted to the proper length. Pupils will find it easy to write legibly with one of these pencils. They are supplied by the Zaner-Bloser Company, 612 N. Park St., Columbus, Ohio.

NEW WEEKLY FOR PRIMARY CLASSES

Publication of a companion paper to be known as the *Junior Catholic Messenger* has been announced by George A. Pflaum, publisher of the *Young Catholic Messenger*, Dayton, Ohio.

The new periodical, a weekly, is designed for the third and fourth grades of the elementary school and will provide teachers in these grades with supplementary reading material in religion, literature, citizenship, and current topics. It will make its appearance in September.

The new publication will contain eight pages, three of which are to be devoted to current topics, and the remainder to articles, stories, recreational activities and diagnostic tests. It is to be of a handy size, illustrated and printed in large type.

HEATH-CHICAGO LANGUAGE SERIES

By an agreement effective July 1, D. C. Heath and Company and the University of Chicago Press will be joint publishers of the 85 foreign-language textbooks and all future numbers of the series which has been published by the University of Chicago Press as a pioneering experiment in teaching foreign language by the reading method.

BRUCE ISSUES NEW CATALOG

Catholic School Books is the title of a new catalog just issued by The Bruce Publishing Company, Milwaukee, Wis. A beautiful, illustrated booklet of 60 pages, it presents a classified, descriptive list of basal and supplementary textbooks in religion, education, sociology, philosophy, mathematics, science, literature, history, languages, industrial arts, vocational guidance, music, etc.

The new series of textbooks in religion, *The Highway to Heaven Series*, deserves more than ordinary attention. The series has been prepared in the Catechetical Institute of Marquette University in cooperation with a group of Priests and Sisters teaching in the elementary schools, under the general direction of Dr. E. A. Fitzpatrick, dean of the graduate school of Marquette University.

This catalog describes another new series, textbooks in religion for college students, recent numbers of the Science and Culture Series.

Another important listing is *Educational Psychology* by William A. Kelly. This book meets a long-felt need for an adequate treatment of educational psychology based upon Scholastic philosophy.

The field of biology is represented by Dr. Menge's standard textbooks for college and high school. Of particular interest is *Backgrounds of Biology*, by Giesen and Malumphy, a survey of the field for college students in nonscientific courses and for the general reader.

In the languages, we find a prominent place given to ecclesiastical Latin. There are beginning lessons in French, Spanish, and German, a new collection of selections in French from the *Jesuit Relations*, and *Boy*, a Spanish novel by Padre Coloma.

The Bruce Company has been a pioneer in textbooks in art, mechanical, and industrial education. The catalog lists a variety of books in this field. There are also a number of books on vocational guidance, both religious and secular.

FORT WAYNE ADOPTION

Journeys Through Our World Today and Our World Today, by Stull and Hatch, have just been adopted for exclusive use in the schools of the Diocese of Fort Wayne, Indiana. These textbooks in geography, published by Allyn and Bacon, are enjoying deserved popularity because of their well-written, appealing text, the excellence of the maps, and the very large number of appropriate pictures which are made a definite part of the teaching material.



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